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ABSTRACT

This directory describes current and newly expired projects funded under the Office of Special Education and Rehabilitative Services' Secondary Education and Transition Initiative. An introduction describes the Transition Initiative and the role of the Transition Institute at the University of Illinois. A series of one-page case studies describes 68 projects that provide direct service to young adults with disabilities, focusing on postsecondary demonstration projects, family networking, training and employment models, and self-determination skill development. Following an overview of projects, a project profiles section presents descriptions of both current and recently expired transition projects, grouped according to the competition under which they received their grant award. The competitions included are: demonstration projects to identify and teach skills necessary for self-determination, family networking, secondary and transition services follow-up and follow-along projects, training and employment models, postsecondary demonstration projects, models for planning and implementation of transitional services, models for providing secondary mainstreamed learning-disabled and other mildly handicapped students with job-related training, and special projects and demonstrations for providing vocational rehabilitation services to severely disabled individuals. Indexes provide access to projects' titles, key personnel, locations, and disabilities served; and appendices contain copies of survey forms. (JDD)

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Compendium of Project Profiles

1991

Lynda N. Leach

EC 300 952

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INSTITUTE
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COMPENDIUM
OF
PROJECT PROFILES
1991

LYNDA N. LEACH

TRANSITION INSTITUTE AT ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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PREFACE

This document, which has been produced by the Evaluation Technical Assistance Program at the Transition Institute at Illinois, is a directory of current and newly expired projects funded under the Office of Special Education and Rehabilitative Services' (OSERS) Secondary Education and Transition Initiative. The information and descriptive data contained in the Project Profiles and Summary sections were derived in part from the Project Characteristics Questionnaire and Expired Projects' Characteristics Questionnaire (PCQ, EPCQ) completed by OSERS-funded projects in early 1991 (see Appendices A and B). In some cases, additional project information was obtained from the original grant applications and previous years' profiles. The information in the individual competition profiles was gathered directly from the grant announcement packets for each competition.

Two changes have been made in the composition of the 1991 Compendium. Individual profiles within each competition are arranged numerically, by Institute number to facilitate quick access. Also, a project title access has been added to the indexes. This allows quick look-up if the user knows a project's name.

Individual case studies are again being highlighted. For the second year we feature individuals' and projects' successes and we thank the OSERS projects that responded to our request for this information.

Readers interested in descriptive information on the projects that expired before 1990 may refer to previous editions of the Compendium or may contact the Institute. Summaries and profiles of projects expiring during 1990 are included in this volume.

The 1991 Compendium is divided into six sections:

- The Introduction describes the Transition Initiative and the role of the Transition Institute at Illinois.

- Individual Case Studies begins with an introductory statement followed by a series of one-page case studies grouped by competition. Case studies were solicited from projects in the 84.078C, 84.158K, 84.158S, and 84.158N competitions.
- The Overview of Project Profiles contains a description of the competitions, including current and expired projects, as well as data collected from the current projects.
- The Project Profiles are grouped by competition. Each section contains a description of the competition, a data summary of the current and recently expired projects funded under the competition, followed by individual project profiles for current and recently expired projects. The five Competition Profiles provide a summary of the purpose, authority, eligible recipients, funds available, number of grants awarded, and duration of awards for each competition; they precede the individual profiles of current projects for each competition.

The Summary of Project Profiles summarizes the data reported in the individual profiles of current projects for each competition, whereas each current project is described in the Individual Project Profiles. These profiles include project demographic information, purpose, current focus, primary grantee, cooperating agencies, project participants, project evaluation, and products.

In 1990, federal funding was terminated for 41 projects. Summaries and project profiles for these "recently expired" projects can be found under competitions 84.078C, 84.158C, 84.158L and 84.128A. The summary of Expired Project Profiles presents an overview of these projects' purpose, focus of continuation activities, project components being continued, and project products. The individual Expired Project Profiles following each Summary provide information about the original project purpose and, if reported, the focus of the expired project's continuation activities, the project components being continued (and by whom), and the products available from the project. In many cases, dissemination and replication activities are continuing for these projects.

- The Index provides a guide to projects' key personnel, location, disabilities served, and project titles.

- The Appendices include copies of the PCQ, EPCQ, and the Master Mailing List for Project Directors.

The Compendium is an annual publication of the Transition Institute at Illinois intended for use by project directors, OSERS project officers, and Transition Institute staff. Others involved in the transition effort may also find this document useful for obtaining an up-to-date view of the nationwide transition effort being supported by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Users of the Compendium are encouraged to communicate directly with project contact persons listed on the profiles to obtain information about specific projects. Users are also urged to submit comments and suggestions for how to improve the usability and effectiveness of future editions of the Compendium.

Points of view or opinions expressed in this document do not necessarily represent the U.S. Department of Education's position or policy; the contents are presented for information only, and no endorsement is intended.

INTRODUCTION[1]

The economic, educational, and employment problems encountered by youths and adults with disabilities have been addressed in the past through a number of federal legislative incentives. Thus, assurances of nondiscrimination, mandated services, and equal access to services have infused federal legislative initiatives since the passage of P.L. 94-142. However, only recently has Congress elected to focus directly on the transition from school to work attained by individuals with disabilities. Specifically, Section 626 of the Education of the Handicapped Act Amendments of 1983 (Public Law 98-199), entitled: "Secondary Education and Transition Services for Handicapped Youth," the first piece of legislation focusing on transition, was enacted to stimulate a nationwide transition initiative. Concurrently, the Office of Special Education and Rehabilitative Services (OSERS), under the leadership of Assistant Secretary Madeleine C. Will, became a catalyst for making the Transition Initiative a national priority.

With the passage of Section 626 of the Education of the Handicapped Act Amendments of 1983 (P.L. 98-199), Congress outlined grant competitions designed to stimulate the development of transition services across the United States. The major objective of Section 626 of P.L. 98-199 was to facilitate improvement and development of secondary special education programs and to strengthen and coordinate education, training, and related services to assist in the transition process. Additionally, grant programs were also authorized under Sections 641 and 642 of P.L. 98-199, and Section 311 of the Rehabilitation Act Amendments of 1986 (P.L. 99-506).

Youths and adults with disabilities now have a statutory right to expect their education and training to prepare them to attain their employment, residential, and community expectations. The Individuals with Disabilities Education Act (IDEA) of 1990 (P.L. 101-476), formerly known as the Education of the Handicapped Act Amendments of 1990, addresses the transition of youths with disabilities from the secondary educational environment to the multifaceted environments of adult life.

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[1] Portions of this Introduction were taken from Rusch, F. R., DeStefano, L., Chadsey-Rusch, J., Phelps, L. A., & Szymanski, E. (Eds.). (1992). Transition from school to adult life: Models, linkages, and issues. Sycamore, IL: Sycamore Publishing.

The statutory definition of transition services encompasses many of the different aspects of individual transitions. The term "transition services" means:

> a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing education, adult services, independent living, or community participation. (Individuals with Disabilities Education Act Amendments, 1990, Section 602 [A], 20 U.S.C. 1401 [A])

Transition services are implemented through the individualized education program (IEP), which must include:

> a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting. (Individuals with Disabilities Education Act Amendments, 1990, Section 602 [A], 20 U.S.C. 1401 [A])

To assist in evaluating and extending the impact of the federal initiative, the Transition Institute was formed in August 1985, and extended in 1990. Through a five-year cooperative agreement with OSERS, the Transition Institute is studying the issues and problems related to secondary education and transitional services. One of the major activities within the Institute's Evaluation Technical Assistance Program consists of collecting, summarizing, and disseminating information about the model programs funded under the Secondary Education and Transition Services Initiative. The dissemination of descriptive data through the Compendium of Project Profiles is intended to facilitate efforts to ensure the long-range impact of the initiative upon both school and community-based programs.

INDIVIDUAL CASE STUDIES

In October 1990, letters were sent by the Transition Institute to 68 directors of current and recently expired projects in the 84.078C, 84.158S, 84.158N, and 84.158K competitions requesting case studies of successful program participants. These particular competitions represented projects providing direct service to young adults with disabilities as part of their goals and objectives. In an effort to standardize the content and length of each case study, a form was provided that requested a description of the participant, the "model" services provided, and the impact of those services upon the life of the individual participant.

This is the second time that case studies have been included in the annual Compendia. Institute staff are enthusiastic about presenting real-life accounts of successful program participants. Besides, many of the project directors have expressed enthusiasm for having the opportunity to include the success of their projects in this volume. Heretofore, the compendia had included only aggregate numbers of persons served and their disabilities, along with simple listings of program components. However, case studies enable readers to see how these program practices have intervened to improve the lives of individuals with disabilities.

Individual studies are organized by competition. The following case studies are arranged by Transition Institute number (TI#) within the four competitions.

Competition 84.078C

Postsecondary Demonstration Projects

A Demonstration Project for Teaching Entry-Level Job Skills to Youths with Mild and Moderate Handicaps by Employing Co-workers as Trainers

Director: Rita Curl
Logan, UT
TI# 212
(84.078C)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

BR was referred at age 18. He had been in a residential treatment school for the last two years of high school because of severe emotional problems manifested in suicidal attempts, extreme outbursts of anger and violence, alcohol and drug abuse, and prescription drug abuse (was under psychiatric care since a young child). Low self-esteem and depression were significant. He dropped out of vocational school where he was studying auto mechanics about the time of initial contact with project. Parents with whom he resided were well educated professionals. They were supportive but mother came from family with emotional illnesses, and she herself had difficulty interacting with BR. At the time of referral, emotional and psychological problems were still persistent. BR presents an unusual intellectual profile, scoring 131 verbal, 101 performance on WISC-R. He had only two friends—boys he jammed with in a musical group. Prior to entering the program he had never held a job for more than a few days except for one summer youth job.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Career testing indicated BR would enjoy working outside with his hands on large machines, as well as being comfortable in academic settings. Pretraining in social/emotional areas utilized the Asset program, informal discussions, and interview techniques. After 12 interviews he was offered a job as clerk in an automotive shop but his assigned co-worker went on vacation at time of hire. BR fell asleep on the job and was fired after four days. After two more interviews he took a job in the Department of Industrial Technology at a university with a co-worker. Duties involved painting, welding, autobody, metal fabrication, and some office work. Serious problems occurred with attendance at work, as he arrived generally an hour or more late, experienced serious depression (many contacts were made with the family, co-worker, psychiatrist and client to support fragile morale). Work hours were changed from 8:00 to 9:00 a.m. A raise was offered if BR arrived at work at 9:00 a.m. consistently, and would take on additional duties. As this began to work, time of arrival changed back to 8:00 a.m. Instead of being anti-social, he became too social and talking interfered with work. Additional complaints, after attendance and punctuality were addressed, regarding working independently, working at job consistently, working at expected rate, anticipating what needs to be done next, and accepting criticism. He was encouraged to complete welding courses. A second pay raise was made based on meeting additional IEP goals.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

BR has kept this job for 15 months and earned two 50¢ pay increases. He achieved coming to work and arriving on time, and all IEP objectives. He learned to weld and do all kinds of jobs well. He studied and attended classes regularly and made some very good grades. He did more than one-third of the welding on a large machine designed by the department for recycling use. He contributed many ideas toward the construction and design of the machine. His name is on the patent which has been applied for. He received most praiseworthy letters of recommendation from co-worker and supervisor for his resumé. His last co-worker performance questionnaire average was 6.09 on a scale of 1-7, or better than "equal to best worker." He bought a truck. He gave up all drugs, including crack cocaine, prescription drugs, and alcohol. He has become fairly serious about a girl and has some long-term plans with her. He now smiles, asks questions from others, has eye contact and much better verbal communication skills.

Community Scholar Program
Director: Judy Cook
Chicago, IL
TI# 214
(84.078C)

I. How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)

Dave Miller was referred to the Community Scholar Program of the Thresholds Psychosocial Rehabilitation Agency on 9-14-88 suffering from severe depression. He obtained his high school diploma from Thresholds School. His past educational experience had been very painful for him. He had a desire to improve his reading and math skills so that he could go to college. It was indicated that Dave is a shy and withdrawn individual. He has adequate social skills but is looking for employment in an area with limited customer contact. He has difficulty staying on task. His anxiety response is to withdraw further. Dave lives with his parents.

II. What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)

Dave entered the Community Scholar Program as a member of Thresholds Young Adult Program. He enrolled for two of the college preparatory classes: Introduction to College/Trade School and Study Skills. Dave had a great deal of difficulty with attendance. He did much better with a one-on-one program so he was placed in individualized tutoring. He was tutored in math and study skills. He began to show an interest in returning to school as his self-confidence increased.

III. How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)

With constant support from the Community Scholar Program staff Dave eventually enrolled in the auto mechanics program at Washburne Trade School. He continued to attend the Community Scholar Program for tutorial assistance and ongoing support. Dave did well in the program and was able to complete the program at Washburne Trade School. He has been closed from our agency. It is reported that he is doing well. He is working and has recently become a father.

Project TEST CORE
Director: Jack Humbert
Kalamazoo, MI
TI# 216
(84.078C)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

At the time of referral, the female client was 35 years old and had been living in a rural setting with a large family most of her life. She was legally blind, with the diagnosis of Retinitis Pigmentosa. She had completed a high school education through the local school system, but her past employment was limited to farm work and babysitting/housekeeping. Upon entering the project, this individual was shy and lacked confidence in herself and the ability to relate appropriately with others in stressful situations.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

The client's vocational interest was that of dietary aide. She was assessed and enrolled in a vocational training program in commercial food service. She received all program components for the positions of cook's helper and kitchen worker. She also attempted to improve her math and reading skills through remedial computerized instruction. Job seeking skills were included in all programs.

Her vision did not require adaptation of materials such as recipes or class assignments. However, the visual impairment caused her to function more slowly and carefully. She used scanning techniques to move about the kitchen safely. At times, it was thought she may have had other physical problems causing slowness in her work. A complete physical exam took place upon employment. She received VR counseling and support from the Michigan Commission for the Blind throughout her training.

She participated in a co-op work experience at a local nursing home at the end of her one year program. She did satisfactory work and was dependable in attendance there. She seemed to get along well with co-workers.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

Following graduation, she received placement assistance from the Project Coordinator and Michigan Commission for the Blind. She secured temporary, part-time work at first as a kitchen helper. A few months later she was placed in a more permanent position at a local company's cafeteria with assistance from Goodwill Industries.

Overall, this individual became more confident and assertive because of her participation in TEST CORE and vocational training. She learned how to communicate better with co-workers or a supervisor, even when situations were difficult for her. She overcame fears about living alone in an apartment. She even moved to another city and met the challenge of finding a new living arrangement. Interviewing continued to be difficult for her. Becoming aware of her own strengths and weaknesses is an ongoing process.

Project IMPACT
Director: John Hopper
Drumright, OK
TI# 218
(84.078C)

I. How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)

Sue Smith was 43 years old when she began attending classes. She is of American Indian background and had not worked outside the home for many years. She had attempted admission to the Practical Nursing program several times previously. However, she was not selected because her academic skills were lower than the program guidelines. Her pre/post program academic scores are: TABE reading total, 7.8/7.9; math total, 9.7/9/2; WRAT-R reading, 6E/10E; math, 8B/9B; BETA-II IQ, 76.

II. What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)

Program services received included: academic/vocational assessment, counseling, placement in adult academic assistance (AAA) program, and placement in the Practical Nursing program. Adapted materials continued to be available to her.

While attending class in the AAA program, the student received extensive training in study skills, improvement of her self-concept, reading and mathematics. She was counseled on vocational goals and was made aware of the difficulty level of the Practical Nursing curricula and concepts. She knew admission to the Practical Nursing program would require a very serious effort on her part; yet, she was determined to become a Licensed Practical Nurse.

III. How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)

She has gained confidence in her ability to learn and retain information. She is challenged by new information, not frightened by it. Although post-testing results showed weak skills in reading and math, she is successful in the Practical Nursing program. At the beginning of her program, adapted materials were made available to her to help her retain the information. At this time, she has completed 50% of the program and does not need the adapted materials to maintain her academic skills. Her success in this program has been very positive for her and the instructional staff.

Linn-Benton Community College
Director: Paula Grigsby
Albany, OR
TI# 220
(84.078C)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Student DL was 19 years old when he entered the Vocational Access Project. He was referred by one of the college's academic advisors because of his low placement scores. These low scores would have required him to enter a remedial program rather than his chosen program of culinary arts. DL received special education services in high school because of borderline intellectual ability and a speech impairment. DL lived at home with his parents who were periodically unemployed. He came from a very modest economic background but his parents were supportive of his educational activities.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

DL received most of the supportive services and aids available through the Vocational Access Program. He used study guides developed for Culinary Arts by the Vocational Access staff. The staff adapted the Culinary Arts text to a lower reading level for DL until they learned that DL's excellent memory and visualization skills allowed him to use the regular textbook. DL used notetaking services and the tutorial lab available through the program. DL completed the regular Culinary Arts certification program with a final GPA of 2.67. He was referred to the community job placement portion of the project were he was assisted in locating a job in his field.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

As DL achieved academic success, his entire demeanor changed. He became more socially outgoing, his appearance improved, he developed some friendships with his nonhandicapped peers and he joined and became a leader in the school's Culinary Arts Club. As DL progressed through the Culinary Arts courses, he not only learned the content, but learned how to compensate for his learning disabilities. His self-confidence and self-esteem grew. DL's employment resulted in a change of economic status for him and his family. This family had no steady employment. DL's training has provided the family with economic stability through stead employment. Six months after his initial employment, DL bought lunch for one of the staff to express his appreciation for the assistance he had received.

Bakersfield College
Director: Charles Wall
Bakersfield, CA
TI# 241
(84.078C)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Student had been a physically normal 40 year old female who worked as a hairdresser for 23 years. Two years prior to referral to Project Employment, student was thrown from a horse, suffering a broken skull, spinal injuries, nerve damage, and brain injury. Student was hospitalized for three weeks but for six months was non-functional, unable to distinguish up from down, no control over bowels, and could not walk well. After two years of physical therapy, student was able to walk well enough to work again. Department of Rehabilitation suggested student return to school for a counseling certificate. The closest location to obtain this certificate was at a university 125 miles west of student's home which required an amount of driving beyond the doctor's recommendation. Upon completion of these courses (1 1/2 years with high grade point average), student learned certificate was postgraduate work and as student did not have a bachelor's degree, she could not receive the certificate. Upon recovery from spinal inflammation problem aggravated by excessive driving, student returned to Department of Rehabilitation and was referred to Bakersfield College for general education. Student was not yet working but had supportive family/friends structure. She was frustrated, having completed a certificate program she could not use, and wanted desperately to work and be a "normal" part of society.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Student completed Project Employment questionnaire listing work experience, abilities, necessary accommodations, etc. Through this questionnaire as well as personal contact and counseling with the Project Employment staff, student received a job placement in various temporary positions throughout the campus. The position student currently holds was obtained through referrals from Project Employment and Kern County Sheriff's Department.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

Student's self-esteem was heightened through school accomplishments and working in various temporary positions throughout the college campus. After completing one year of Bakersfield College and receiving an academic scholarship, Department of Rehabilitation declined student further monetary support, stating they did not feel she had the ability to complete school. Student felt confident in her ability, appealed that decision, and won. From the exposure she gained through Project Employment, student decided she wanted to work in a service capacity assisting other disabled persons. Student is currently employed as a Sheriff's Special Enforcement Unit Officer for the Kern County Sheriff's Department. Her duties include the citing of violations of handicapped parking, the use of handicapped placards, and business violations of not complying with laws providing properly marked and located handicapped parking spaces. The student was selected as 1990 Kern County Disabled Person of the Year and was a nominee for the California state-wide competition. She is actively speaking out for the disabled, and played a vital role in the passage of a Kern County law establishing all individuals hired as Special Enforcement Officers be disabled. She remains active with Project Employment by (1) assisting disabled students to realize they are valuable individuals, should not fear employers, and should not be afraid to use their abilities, and (2) promoting the hiring of disabled individuals through television public service announcements. The student's life has changed drastically in the last five years from a non-functional disabled adult to an employed, productive advocate of persons with disabilities.

Dialysis Unit for Pennsylvania State University Students
Director: Jordan Finkelstein
University Park, PA
TI# 249
(84.078C)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

At the time of enrollment, Joe was 26 years old, living at home with his parents, receiving dialysis treatments three times a week, collecting social security benefits, depressed, with no idea what he was going to do with his life. In high school he had lettered in football, captained the wrestling team, and planned to be carpenter. His world crashed when his kidneys failed. Joe's body rejected three kidney transplants, two of which were donated by his parents. He avoided relationships with any degree of intimacy.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

A case management plan was developed taking into account Joe's medical, educational, and psychological needs. Based on the support services offered by this program Joe was admitted to the University as a provisional student and allowed him to make up high school academic deficiencies while beginning college studies. Joe was receptive to psychotherapy services made available to him through the program. Coordination by the case manager with other staff members, Joe's academic advisor on campus, faculty, Office of Student Disability Services, and the Office of Vocational Rehabilitation facilitated Joe's transition through the system. Actually, Joe learned rather quickly how to manipulate the system using his medical disability to solicit sympathy and academic extensions. This behavior was not an intended outcome and it required all of our skills to help Joe rely on his ability rather than his disability for success.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

After three changes of major, Joe will graduate May 1991 with a degree in Human Development and Family Studies. He would like to work as a resident counselor in a program similar to ours but is also considering graduate school. He is past president of the student organization for disabled students on campus and says he is ready to think about family life for himself. It has not been easy for Joe. While in the program he suffered a depressive episode and several medical setbacks. Joe will not hesitate telling you that the existence of transition services made it possible for him to reach his potential.

York Technical College
Director: Edward Duffy
Rock Hill, SC
TI# 250
(84.078C)

I. How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)

Clifford was 19 years old when he entered college after having received transition instruction from our transition instructor in his high school. His records were accompanied by a note from his high school resource teacher and his guidance counselor which read, "You probably won't get anything out of this one." He had been diagnosed as learning disabled and he had been in a special education program throughout his school career. He lived at home with his younger sister and parents who required him to pay room, board, and all his own expenses. Pre/post academic achievement standard scores were: Woodcock-Johnson read 74/92, math 66/85. His full scale IQ was 88. Records from early school experiences throughout high school indicated a short attention span. Clifford was constantly plagued by financial and transportation problems. Work experience included cleaning activities at minimum wage or below. Upon program entry Clifford presented himself very poorly. He was sluggish, rarely established eye contact, and was unusually shy.

II. What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)

Clifford participated in the transition phase of the project at a local high school. He came to our school the following spring and took a community defensive driving class. Then he came to take the college entrance survey through out support program using the modifications he realized he qualified for from his transition experience. He participated in the complete array of program components including psychoeducational re-evaluation, social skill training, word processing training, taped texts and content tutoring. The project counselor worked with him on presenting himself more assertively and referred him to vocational rehabilitation for assistance with work habits. In addition, the learning disabilities instructor worked whim him on how to gear information presented in class toward his learning strengths. A variety of counseling techniques/interventions were used to maximize school performance. Meetings were held with Clifford, his rehabilitation counselor, faculty, and our support program staff to provide him with frequent feedback on his program and strengths. The staff also contacted his parents for feedback at his request.

III. How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)

One of the most dramatic changes that occurred with Clifford was his physical presentation. His disheveled style changed to one much more like that of his peers. He was fresh, had his hair styled and was clean shaven. His energy level was obviously greater and he could establish and maintain eye contact during a conversation comparable to his non-learning disabled peers. Another dramatic change was his improved academic performance. His grades were consistently excellent. His instructors commented on how they wished all their students were more like Clifford. Vocational rehabilitation worked diligently to assist with job placement. He ultimately found a full-time position after sampling various settings through a temporary job service. His home life improved to the point that he decided to continue living at home until he was more financial secure. Isn't it interesting that Clifford was referred as "one from who m we wouldn't get anything?"

Healthy Living Program
Director: Phoebe Sharaf
Santa Monica, CA
TI# 251
(84.078C)

I. How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)

At the time of referral, Kate, an 80 year old retired teacher, was living alone, isolated and estranged from family. She was mentally alert and physically able, except for the need of a walker due to arthritis. Kate was referred to our Arts and Crafts workshop through a privately funded program. This program uses nurse practitioners to provide physical health services and monitor homebound, isolated seniors in our area. The nurse practitioner who made Kate's referral stated that the only thing that made Kate feel good was doing volunteer work for others.

II. What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)

Kate became part of an Arts and Crafts class for chronically mentally ill or disabled seniors. One goal of this class was to provide mentally or physically disabled seniors with a sense of purpose through creating articles which are given to people in institutions—a form of volunteer work. In this group Kate knitted lap robes for nursing homes, created holiday baskets for homebound seniors, and knitted baby clothes for a university hospital. Another goal of the Arts and Crafts class was to create an environment conducive to the increasing socialization for the participants. The class had a coffee and cookie break where isolated seniors are encouraged to engage in conversation.

III. How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)

As reported by the nurse practitioner, since coming to the Arts and Crafts class Kate's quality of life has improved. She now knits at home, looks forward to coming to class, and dresses up for her outings to class. As reported by the instructor-therapist in charge of the Arts and Crafts workshop, Kate became more talkative and exchanged knitting patterns and ideas with others in the class. Other class members stated that she is an addition to the class and they missed her when illness kept her at home.

Assistive Technology on Campus Program
Director: Merlene Gingher
Buffalo, NY
TI# 255
(84.078C)

I. How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)

LH is a 44 year old Caucasian female who would be considered a "non-traditional" student. She is enrolled in a two-year college in Western New York. She self-referred because she has low vision and presented with the complaints of eye strain and fatigue experienced when using a standard size computer screen. Due to a left eye injury in 1971 and an infection in this same eye in 1977, she has lost the central vision in her left eye. She reports that she can use peripheral vision in the left eye. Limited vision is also present in the right eye due to a 25% detached retina. LH is an excellent student and has done very well academically. She is interested in furthering her education in the area of special education. LH is divorced and has a daughter.

II. What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)

LH came for an Assistive Technology on Campus (ATOC) assessment of computer accessibility on January 17, 1991. On January 23, 1991 a visit to LH's job site was completed to test the compatibility of recommended character enlargement software with the computer system she presently uses at work. Although a computer system has been recommended for her use at home that will include hardware and software to improve her ability to see the computer screen, the temporary use of the character enlargement software will assist her for the present time, until the equipment that has been recommended is approved by VESID.

III. How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)

The immediate change that has occurred includes less eye strain and fatigue when using the character enlargement software. As LH is awaiting the receipt of and training on the equipment that has been recommended, other outcomes can only be anticipated at this time. It is expected that eye strain and fatigue will be reduced and it is expected that LH's efficiency will increase. She may also show improvement in her assignments and in her overall academic achievement as a result of the intervention of Assistive Technology on Campus: Preparation for Meaning Careers.

Competition 84.158S

Family Networking

Family Transition Planning and Support System (Family Tips)
Director: Phil Ferguson
Eugene, OR
TI# 230
(84.158S)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Helen was 21 years old when we met her. She was a student at the State School for the Blind and was soon to exit from this school. She is deaf and blind, had no working communication system and exhibited some difficult behaviors. Her program at school did not include any work experience or activities in the community. Helen spent the majority of the day sorting nuts and bolts and assembling pens. She also spent some time learning personal management skills and participating in a sensory stimulation program. She spent the weekends and summers at home with her family, but was scheduled to move back home soon with no program or opportunities for her during the day.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Helen has a large family, including a grandmother and several siblings, who take her on outings and share the responsibility for her care. The family is also active in their church and therefore, has a wide circle of friends. Members of the Family Tips project met with the family, neighbors, and friends to discuss their hopes and dreams for Helen and to express their dissatisfaction with certain aspects of their family's situation. They were not only concerned that Helen had no job or day program, but were also interested in finding some recreation for her outside of the home, some assistance in developing a communication system and some respite for themselves. The Tips meeting lasted two hours and some initial priorities and preliminary strategies were discussed using the worksheets and planning forms developed by the Tips Project. Some two weeks later the group met again and developed a Family Action Plan to address the identified issues.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

Due to the advocacy efforts of many of those attending the Tips meeting, funding was developed by the county Developmental Disabilities program to provide job development and support on the job for Helen. Friends and relatives volunteered to drive her to and from her job and to recreational activities in the community. By contacting the local ARC respite program and the University Special Education Program, her mother located two students who provided respite for the family and additional activities for Helen. Tips volunteers, who are parents, helped the family locate a person who could help to implement an augmentative communication system for Helen. Since that initial meeting, the group has met again, and with the help of church volunteers have built a bedroom in the family home for Helen. The brief Action Plan developed by and for the family with the assistance of the other participants helped to guide family members as they tried new strategies to deal with their specific family concerns.

Coordinating Council for Handicapped Children
Director: Charlotte Des Jardins
Chicago, IL
TI# 259
(84.158S)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

K is a 16 year old sophomore who attends a general public high school and who lives with his mother and stepfather. He describes himself as a loner who writes poetry and listens to music. He attends mainstreamed classes and receives LD resource services for 220 minutes per week. He is paid by the school through the work/study program to attend this period. Many days he is given tasks to perform within the school and does not receive instruction/support. K says he wants to attend a university and major in accounting or real estate while living at home. He also wants to work part-time to help with college expenses.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

K has entered our BUILDING program at his mother's initiative. He and his mother are assigned to a team of Family Resource Workers which consists of a young man who is in a wheelchair and a female parent of a 22 year old child with disabilities. This team will work as mentors for K and his mother. They will provide individualized assistance in helping K identify transition needs in the following areas: employment, postsecondary training/education, housing/independent living, community, recreational/leisure, intrapersonal/social, and transportation. The Family Resource Workers will help K and his mother develop transition goals and a set of objectives to meet each goal. They will also provide information, referral, and linkage to agencies/persons who will be instrumental in helping this family attain goals beyond the secondary school setting. As members of the BUILDING program, K and his mother will be invited to participate in support groups composed of other project families who are going through the transition process. The family will, furthermore, be given training opportunities to: increase knowledge about postsecondary options in all goal areas, develop advocacy/self-advocacy skills, effective communication skills, etc., that will lead to individual/family empowerment.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

The BUILDING Project is in the beginning phases. We anticipate assessment and evaluation efforts will begin in the next six to twelve months.

Competition 84.158N

Training and Employment Models for Youths with Handicaps

Project T-QUAL
Toward a Quality Transition
Director: Betsy Bounds, Ph.D.
Tucson, AZ
TI# 193
(84.158N)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Peter is a 21 year old Hispanic male who was referred for vocational services two years ago. At the time of the referral, Peter was attending a segregated special education school, and living with his mother and younger brother. Peter was born with Down's Syndrome and uses basic sign language for communication. He tends to be shy and avoids interacting with his peers or other adults. He had no prior work experience and his mother was hesitant about having him work. At the time of the referral, it was anticipated that Peter would leave school and work in a sheltered workshop.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

The project staff met with Peter and his mother and conducted a parent interview. As part of the interview, work options were discussed. Peter's mother stated that no one had ever discussed work with her or Peter and she always felt that he was "too handicapped" to get a job. When asked about what type of work Peter would like to do, neither he nor his mother were sure. Through the use of a Job Developer provided by the project, a two-month temporary job was found at a discount retail store placing price tags on the merchandise. An ecological inventory and discrepancy analysis were conducted with Peter, and his mother agreed for him to try the job. Peter had a reported history of stealing and project staff were warned that this job may be too much of a temptation for him. Peter and a job coach worked three hours a day, three days per week in the store's warehouse tagging merchandise. Using the Department of Labor's Special Worker Certificate (WH222), Peter was paid $2.00 per hour. Peter worked alongside other workers and took breaks in the employee lounge. Peter successfully completed his two-month job with high praise from his supervisor and co-workers. There were no indications of stealing, and Peter's mother wanted him to continue working.

Upon completion of the first job, both Peter and his mother stated an interest in further work opportunities. When asked if he would like to continue in a similar job, Peter's mother asked about a food service type of job. A position was found rolling silverware and doing laundry at a cafeteria. Once again, an ecological inventory and discrepancy analysis was used, and Peter and his mother agreed to the position. During school he worked three hours per day, three days per week and stated at $3.80 per hour. He was trained and supported by a job coach provided by the project. During the summer he worked as much as 25 hours per week, earned $4.25 per hour and the regular cafeteria staff assisted with the supervision and support.

It became evident that Peter would need to be able to use the city bus if he was going to continue with his vocational career. Bus training was started during the summer, but was discontinued due to Peter falling asleep on the bus and his mother's concern for his safety. A planning meeting was held with Peter, his mother and project staff at the beginning of his last year of school. Persistent efforts by Peter, his mother and the job coach has resulted in Peter successfully riding the bus independently.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

The results of everybody's efforts become clear during the summer when Peter's weekly paycheck was brought home. Peter's paycheck made a significant financial difference in the family's income. His mother and other family members no longer view him as "too handicapped" to work, but see him as a role model for others.

This is Peter's last year in school. He uses the city bus independently and goes to work three days per week. His work hours will increase once he has exited school. Peter eats lunch and takes breaks with his co-workers and initiates conversations, and he has been included in the staff's social events at work. His co-workers now help him to solve problems at work and have asked that the job coach only check on him on an "as needed basis." Vocational Rehabilitation, who originally did not want to open a case, is now willing to pay for vocational services. Peter will exit from school in May 1991 with a part-time job, making $4.25 an hour, riding the city bus and interacting with nonhandicapped co-workers. This is a long way from working in a sheltered workshop and being viewed as someone who "steals."

Project T-QUAL
Toward a Quality Transition
Director: Betsy Bounds, Ph.D.
Tucson, AZ
TI# 193
(84.158N)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Services were first given to SK as a 15 year old sophomore. SK said he "ditched most of his freshman year" and as a result attended a day treatment program at a psychiatric hospital. He returned to school and was living at home with his mother who was working for the city. SK also had an older sister living away from home with a child. SK was in a self-contained emotionally handicapped classroom but was not involved in the work experience program. In fact, SK refused to attend a three-day comprehensive vocational evaluation although he boasted of finding ways to "get out of class." SK stayed in the self-contained classroom most of the day but would "ditch" rather than attend PE class. Despite SK's absences during his freshman year, he had enough credits to graduate unless he failed PE. SK did not appear to have any established friendships inside or outside of school. He sat in the far back corner of the room with his head down, his long hair covering his face, slouched down at his desk. He often wore long baggy coats, ripped jeans, and high top tennis shoes with no laces. He would lift his head when his name was called but rarely made eye contact.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Due to the establishment of good rapport with the vocational counselor, the only component of the work experience program SK would participate in was the group counseling provided to him and his peers once a week. SK did agree to be videotaped in these sessions. SK began to show interest in working and agreed to attend the three-day vocational evaluation. He met on a fairly regular basis with the department's job developer to discuss potential types of work and the job seeking skills and behaviors he would need to exhibit. SK followed through with applications, bus passes, military base passes, etc. However, the job developer and SK came to an impasse regarding his refusal to cut his long hair.

SK and the vocational counselor discussed what his long hair symbolized to him, and he understood the consequences it might have. Although he knew he lost a courtesy clerk position at a grocery store because his hair was below the collar, he refused to cut it. His involvement with the vocational counselor helped him realize that he needed to develop personal choices to maintain a job. The IEP team (SK's mother, teacher, job developer, department chair, vocational counselor, and SK) worked together in supporting SK in the choices he made rather than trying to change them. The teacher was especially supportive in helping SK find success in math which in the past prompted him to leave the room. He involved SK by relating problems to baseball averages, scores, etc.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

SK began attending PE and received a passing grade for the first time in his high school career. His level of confidence increased dramatically when he realized that he was on the track to graduate with his peers. The job developer assisted SK in finding a job on the military base in a hobby shop which he was able to obtain without cutting his hair. In counseling sessions, SK and the counselor worked on assertiveness and role played social situations such as asking a friend to do something rather than wait to be called. SK developed friendships with peers outside the special education program and began participating in class. SK developed a rapport with his new classroom teacher and began sitting with the class, making eye contact, and even wrote extra credit papers. SK also began letting his teacher know when he needed a "short break" from math rather than leave the classroom in anger. As SK's self-confidence increased he began to look and dress more appropriately for outside employment.

TI# 193 (continued)

SK is in his senior year of high school. He quit his job on the base and is now working in the high school office for credit. SK tried a mainstream class but did not think he was ready for the change. His teacher reports that at times SK says he is "sick of school" and the way the younger boys in his class behave. A test of SK's reasoning in the fall of 1990 was at the 12.1 level as compared to the fall of 1989 which was 9.3.

Occasionally SK has difficulties in the transition he is making, but has made overall positive changes that will affect him throughout his adult life.

Project T-QUAL
Toward a Quality Transition
Director: Betsy Bounds, Ph.D.
Tucson, AZ
TI# 193
(84.158N)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Upon referral, JB, an 18 year old freshman of Indian heritage, was labeled Learning Disabled. His family was economically depressed and although concerned, unable to handle his complex problems. He was seen by teachers as a student who would never graduate. His pattern of poor attendance, failure and dropping out was evidence of the fact that he had only 3 credits. It was believed that earlier drug abuse was the cause of his rumored undocumented "brain damage." He carried an electric guitar and played at will. His long brown hair and peaceful manner was well liked by his peers. JB had done a few odd jobs, but had no real work history. At the time of referral, he had already been in two high schools. JB verbalized strongly that he wanted to "finish" high school yet was rarely in attendance.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

An initial plan was developed which included a work adjustment program at Goodwill Industries. A vocational assessment was completed and the On the Job Training (OJT) program was initiated. JTPA funded Tucson Manpower Developmental Agency in School funds were utilized in conjunction with Goodwill. By the end of the year, JB was a 10th grader but again had dropped from school. JB re-enrolled and dropped and re-enrolled again at his fourth high school where the vocational counselor was working. We reestablished our plan. During all the time, he continued to work at Goodwill. His father committed to driving him to high school daily, and JB, over the next two years continued to gather his units and reached his senior year at age 21. We again utilized the OJT program on campus and at Goodwill. There were problems, but with the support of the school library (an OJT opportunity) and JB's persistence, he graduated June, 1990 just a few weeks short of his 22nd birthday.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

JB is pleased with reaching his personal goals and has found success at Goodwill where he works as a regular employee. He now has a good work history along with a high school diploma. The young man initially seen as a failure now feels he is capable of pursuing other goals. He tested for junior college and plans to attend in the spring. He is also looking at other employment. Test scores indicate that this young "drugged out" man had improved reading by six grade levels. The combined efforts of Special Education, Goodwill Industries, JTPA funded Tucson Manpower Development Agency, the school library, and family support gave JB a positive life change with a hopeful future. Without the program, JB would never have succeeded.

Putting Disabled Youth to Work: A Business-Education Partnership
Director: Richard Balser
Portland, ME
TI# 195
(84.158N)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

At the time of referral, this student was 17 years old and a sophomore in high school. He has a learning disability that necessitates that he receive intensive assistance with his English program as well as daily study support for assignments from mainstream classes. He is a kind and thoughtful young man who has exhibited limited motivation to perform beyond minimum school requirements. His family life promotes this. His father works little and his mother works all the time at a variety of jobs, mostly on evening or night shifts. She regularly takes in boyfriends/girlfriends of her children and relatives who are experiencing problems. The family does support the student attending school and has expressed the expectation that he will graduate. Unfortunately the chaos at home frequently overshadows school. The student has had periods of poor attendance and depression during the last two years.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

One goal of this grant is to assist schools to put in place a continuum of career exploration and work experience activities that will help students obtain information needed to make informed decisions about their adult working life. This student has participated in a number of these activities to date. He has done classroom lessons designed to help him become familiar with opportunities in his community and more aware of his own wants and needs. Also he has worked on acceptable social skills in the workplace through a curriculum called Success which examines asking for help and accepting criticism.

When the student expressed interest in exploring careers related to scuba diving, an area in which he has had some experience, an informational interview was arranged at a business that provides training in that area. He then took exploration one step further and spent a day on board a boat belonging to a company that does both undersea welding and harvesting of sea urchins for market. He was able to observe the workers and gather in-depth information about their jobs as well as the training and experience required to do them.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

To date these activities have caused no monumental change in this student, but appear to be a major factor in his decision to remain in school. In December 1990 he stopped attending due to personal problems. In January he asked to return to school. Both he and his mother requested that career exploration activities be continued. His mother requested that career exploration activities be continued. His mother felt that they were the only school activities that really excited her son. They have given him something tangible for which to strive and have helped him make a concrete connection between school and success in the future.

Another unexpected outcome of this student's community experiences is that his friends and classmates are requesting the opportunity to do career exploration. Their teachers are now working to integrate it into their program.

Association for Retarded Citizens - Union County
Director: Larry Smith
Plainfield, NJ
TI# 199
(84.158N)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

"Student" is a 20 year old young man with Down Syndrome, classified "Educable Mentally Retarded." At the time of referral to Transition Project he attended a private school with a strong vocational focus 30 miles from home. He spent 50% of his day in class and the rest spent in "Transitional Production Program," beginning with assembly line then into a cycle of food service, business and grounds and maintenance (1/2 year each). Family felt this was the only option as far as programming for "employment readiness" skills to be developed.

Student's family is very close knit, has two sisters and many family activities take place. Student working on "Eagle Scout" recognition with Boy Scout Troop; also supplies close friends, and Troop, though only for developmentally disabled, provides for many community opportunities. Participates in Special Olympics for track and field, basketball and bowling. Student and girlfriend enjoy activities together, listening to music, dances, and other activities. Loves attending sister's soccer games, and is official "friend" to the team.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Student participated in Transition from School to Work through Supported Employment. He spent two weeks job-sampling in the community in a variety of different experiences. Student loves this experience. Prior to placement, an Individual Transition Plan was written. Referrals were made to Division of Developmental Disabilities, Division of Vocational Rehabilitation, and coordination included the student, send school district, receiving school personnel, family, and ARC. Student felt an active participant in all decisions being made. Student employed part-time for a meals for the elderly program. He works Monday through Friday, four hours daily. Prior to high school graduation, he worked 1/2 day and still attended his school 1/2 day. Student was supported in the workplace by a job coach. His duties were varied, and even changed according to the days of the week. He also with supervisor and cook are only paid employees, everyone else volunteers. With initial salary, student saved and purchased a Fuji mountain bike, he was then "travel trained" by special education teacher/friend as to the best route to and from home. In the bad weather student travels on Red Cross bus service.

Due to the variety of job duties, student was coached for about six weeks. The support system provided by supervisor, cook and volunteers was exemplary. Student is loved by his fellow workers and then remains interested in all of his activities. A job coach still goes in from time to time for follow-along services.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

Student is extremely proud to be working in his home community. He loves the attention and feels very responsible for the whole operation in providing meals to the "elderly" population. He has become more independent, but loves living at home with his family, and though parents see him in an apartment one day, he at this time, does not. Student is very proud to be earning a salary, and likes to save his money for different activities. He is still involved with Boy Scout Troop as main circle of friends. Served on the Board of the National Down Syndrome Congress for one year, last year, and was thrilled to meet Christopher Burke. Family activities most significantly, especially bike riding.

The sending school district as well as the receiving school were thrilled to be participants in the Transition Project. They feel this opportunity should be afforded all students. Transition has just become law in New Jersey's special education regulations, however the Department of Education is slow in training, dissemination of best practice information is not readily available yet.

TI# 199 (Continued)

Collaboration between all parties in planning for this student enhanced his whole experience. He enjoys his job as much today as when he was hired. Variety of duties include the following: packaging hot foods, cleaning all pots and pans, putting away commercial food order, cleaning entire kitchen area, sweeping and mopping kitchen floor, wiping down surface area, and garbage.

Supported Employment Placement Program (SEP)
Directors: Michael Hardman or John McDonnell
Salt Lake City, UT
TI# 202
(84.158N)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

At the time of referral, student was 18 years old, living at home with her father and sister, and attending a self-contained class in a high school. She was classified as severely intellectually handicapped. She received instruction through the high school program in personal management, recreation/leisure, and vocational training in the classroom and in the community.

Because she was 18 years old and her peers were graduating, it was decided that the student should also leave the high school and attend the Community Employment Placement Program on the local college campus. She was not employed at the time but had sampled a variety of job clusters and formats through the high school program. Locating paid integrated competitive employment was the goal of the entire team.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Prior to determining the job placement at Individualized Education and Transition Plan was developed with Division of Services to the Handicapped, Vocational Rehabilitation, LEA representative, teacher, parent, and student comprising the team. It was decided at the meeting from the information gathered through the high school program's sampling of various jobs that the student would be most successful in obtaining/maintaining paid employment in the housekeeping area. She had been quite successful in a nursing home doing housekeeping chores as part of her training experience and she expressed that this was a desired job.

The teacher located employment at a local hotel performing housekeeping services. Initially, the student worked with another student with disabilities to complete a set of rooms. All housekeepers at this business are paid based on completing a specific number of rooms per hour. Because it took the two girls with disabilities longer, they teamed together and shared the wage. The two girls have been working at the current job for ten months and are now ready to complete their own set of rooms and earn their own full wage. The job coach has worked with them on increasing their speed. The job coach has faded to the pint where she now only needs to check the room for thoroughness and speed after each room is completed. The employer has expressed that he would like to take over this responsibility.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

The student is currently working approximately 25 hours per week for $3.85 per hour. She is very happy with her placement at the hotel and enjoys her work and her co-workers. This past month she received employee of the month which entitled her to dinner with the manager of the hotel and the supervisor of the housekeeping staff in addition to a cash bonus. She also bowls weekly with the other housekeepers as a member of their league.

Grossmont Community Transition Employment Development Project
Director: Robert Daily
LaMesa, CA
TI# 231
(84.158N)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Sally is a 21 year old woman who will be exiting school in June 1991. Significant aspects of Sally's medical and developmental history include Down's syndrome, knee problems diagnosed as Osgood-Schatter's syndrome, and a history of frequent colds, flu, and stomach pains. Sally receives special education on the basis of moderate mental retardation.

Historically, Sally showed little interest in school activities, or in developing friendships or attachments apart from her mother. She was described by the school psychologist as having immature social/emotional behavior and low tolerance for stress. This was characterized by verbal outbursts, pouting, making excuses, and crying or screaming in stressful situations. Sally resists riding the school bus, and has been transported to and from school by her mother for the last several years. She rarely eats lunch at school, preferring to eat with her mother when she gets home.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

The Employment Development Program provided Sally with job placement and training, increased opportunity to exercise self-advocacy, individual transition planning, and interagency transition coordination. Sally has been employed at Ben's Steak House restaurant as a pre-cook assistant since November 1990. She is in direct hire working under a three person heterogeneous group support model. The project will continue to provide job coach services through graduation. Sally's work responsibilities include filling salt and pepper shakers, wrapping silverware, polishing brass, setting up the buffet salad bar, and portioning individual servings of sauces and dressings.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

Until her recent employment, Sally was extremely selective regarding community and classroom activities she was willing to engage in. At school, she would often place herself on the floor in a hallway and refuse to move. During the last several months, Sally has significantly increased her participation, assisting in the kitchen, planning activities with friends, and traveling and shopping in the community. She has only missed two days of work, and on both occasions called in to report her illness. Sally's productivity and the variety of tasks she performs at work have also increased markedly since she first started her job. Sally has come to be highly valued by her employer and enjoys the friendship of her co-workers. While Sally still prefers not to eat lunch at school, she now enjoys joining her co-workers at Ben's Steak House for a buffet salad once a week. At school Sally has two best friends who she spends her breaks with daily. She is very independent and enjoys helping other students when they need it. Sally plans to continue living at home with her mother after graduation. She will remain in her current job when she leaves school, and has arranged for adult support services which will keep her in the community in her adult life. These changes in Sally are seen as a result of her increased self-confidence and independence at work, her clearly emerging pride in her accomplishments, and a program emphasizing her right to make choices regarding her school and adult life activities.

Productive Youth in the Community
Director: Joe Hendrickson
Fort Collins, CO
TI# 232
(84.158N)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

The student (DS) described in the following case study is classified as SIEBD (Significantly Identifiable Emotional and Behavioral Disordered). At the time of referral, he was enrolled in the 9th grade at the alternative school. This school is a self-contained special education program within the local district, for high school students with SIEBD who have demonstrated an inability and/or lack of interest in pursuing their educations in traditional public school settings because of support needs directly related to their emotional/behavioral challenges. The school program incorporates a behavior modification system and social skills curriculum to address these special needs. Upon referral to the alternative school, DS was openly defiant to any authoritative figures who challenged his expression of individuality. This defiance was demonstrated by shoulder lengthy hair that completely covered his eyes, the wearing of T-shirts with obscene gestures portrayed on them. a pierced nostril with a nose-ring and attached chain from the nose to an earring, and a multitude of long earrings in each ear. In addition to his unusual appearance, DS had limited interpersonal skills, poor eye contact (partly due to his need to hid behind the long hair covering his eyes), and difficulty accepting feedback (positive or negative), and following instructions. DS's attitude upon referral was one of defiance, anger, and underlying depression. He demonstrated self-destructive behaviors, as well as suicidal tendencies. He adamantly refused to take anti-depressants. DS was living with a friend's family because he was unwilling to follow the rules at his parents' home. His family continued to be financially supportive of him, but their relationship and communication was strained. DS was involved in some unstable friendships with peers who were a poor influence on him. He demonstrated a pattern of forming relationships with people who encouraged his open defiance against authority, rules, and regulations. He was convinced that his happiness and security depended totally on his ability to "get a girlfriend." DS attended classes at the alternative school regularly, in spite of his emotional and behavioral problems. He stated that he had no desire to go to college, but frequently spoke of the need to "make some money."

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

DS received the SIEBD program components including, but not limited to, an Individualized Educational Plan (IEP) and the social skills curriculum. The social skills curriculum was developed from a modification of the "Boys' Town of Nebraska Social Skills Curriculum." A Career Skills class, vocational assessment and transition plan were developed through the Productive Youth in the Community federal grant project currently being implemented at the alternative school. The Productive Youth in the Community Project applies supported employment strategies including the "choose-get-keep" approach in order to achieve positive employment outcomes for a group of students who have historically failed to achieve productive adult roles. Also, it is important to note that supported employment strategies included parent/guardian, agency, and employer involvement in DS's support needs. In addition, individualized support included career and personal counseling, a referral to the local Partner Program (a Big Brother/Big Sister support group for high risk youth), assistance in connecting with ETS (Employment Training Service), as well as support in exploring housing and educational options. DS chose to pursue his GED as opposed to continuing with traditional public school special education. In an effort to continue DS's participation in the program, a contract was made between DS and project staff stating that program support would continue contingent on DS's attendance at GED classes.

III. How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)

DS continues to make significant improvements in all areas of his life. His appearance to date is more socially acceptable. He keeps his hair cut and groomed, and as a result is able to maintain appropriate eye contact when conversing with others. He no longer has a pierced nose, and wears less conspicuous earrings. He has replaced offensive T-shirts with long-sleeved, neat looking shirts. DS's attitude is now more positive. Even though the problems with depression are still evident, DS has learned how to seek out support people, and work cooperatively with them. He has agreed to consider taking anti-depressants. Suicidal and self-destructive behaviors have stopped. His relationship with his family has improved. He is currently living at home successfully. He now displays a greater discretion in the friends he associates with, recognizing that "some people aren't good for me." DS still recognizes that he would like to have a meaningful relationship with a girl, but realizes that his happiness and security do not depend on this. He is currently employed, and has maintained the same job for 8 months. His goals include: getting his GED, pursuing his college education, moving into his own apartment and working at a full-time job in an area of interest. DS's success is significant because it encompasses every area of his life, and validates the concept recently recognized by the PYC staff that expectations for each student's long-term success must be measured and identified as successful by clear documentation of each small, individual change and improvement. DS has not yet graduated, and is not in a "career" job, but has made such remarkable progress that he is clearly an example of a genuine success story.

The Development and Validation of Co-worker Support Models for
Students with Disabilities Transitioning from School to Integrated Adult Lives
Director: Jan Nisbet
Durham, NH
TI# 235
(84.158N)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Jane is 19 years old and lives with her family in a rural community. She has been educationally coded as having mental retardation and is in her final year of high school within a segregated special education building. Her parents work at, and her siblings attend, a religious school in a nearby town. Jane has not attended his school because they do not have a special education component. Her family is very busy with school activities and she spends most evenings home alone. She has few friends her age and feels that people won't like her because she is very shy. Jane's lack of self-confidence is noticeable in the way that she presents herself. She apologizes frequently and unnecessarily, and says she is "embarrassed" to talk to people because she is afraid that others will think that she is "dumb and fat." She has had part time job experience as an aide at a day care center and as a bus monitor for an early intervention program. She says her dream is to be a hairdresser but explains that everyone has told her that is impossible because: 1) she would need to have a license, 2) she is too shy to talk with customers, and 3) her hands sometimes breakout in reaction to soap.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

A Futures Planning (Mount '87) process helped Jane and her family to identify dreams for the future that include working in a hair salon, making friends, losing weight, and having social things to do. A profile was developed that describes capacities in Jane's life including relationships, preferences, aptitudes, places she goes, dreams, and opportunities and obstacles towards reaching those dreams. From this profile Jane and her family invited important people to help her to implement plans through a circle of support. A group of 25 people, consisting of family, grandparents, aunts, uncles, cousins, long-term family friends from her church, and a teacher from school now meet regularly (once a month) to help to create opportunities for Jane to meet new people and to achieve personal aspirations. These individuals help to develop and refine strategies that will support Jane in succeeding in employment and social situations through utilizing connections within the community and sharing support.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

Jane is currently employed part time as a receptionist in a hair salon and will also be attending a local beauty school to obtain a license as a manicurist. She audited classes in cosmetology and decided that she would pursue manicuring as a first step and consider a cosmetology license in the future. Her employer and co-workers at the salon are providing an apprenticeship for manicuring with the understanding that her position will continue once she is licensed. She will be attending classes at the beauty school during her final semester of her senior year to allow for support from her high school teachers. Secondary education personnel have been collaborating with personnel at the beauty school in order to plan for a smooth transition and to arrange for individualized instruction if needed. The Job Training Council is supporting the apprenticeship through on-the-job training funds and Vocational Rehabilitation is supporting tuition to the beauty school. Jane's circle of support has committed to patronize the salon she is working at to increase the demand for manicures and enable her to practice on people that she already knows. They also assist Jane's family to transport her to and from work when needed. Since the circle of support has been established Jane has begun taking water aerobics classes at the local YWCA, been involved with a cooking class at a friend's house once a week, enjoyed going to a play, hosting a cookout, and planning recreational activities like bowling with circle members.

A Collaborative Model: Education, Rehabilitation, and Business
A Guide to Independence for Visually Impaired Youth

Directors: Vincent McVergh/Maura Sutherland
Philadelphia, PA
TI# 237
(84.158N)

I. How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)

PR is an outgoing, attractive young woman who was 15 years old when she began the summer transition program. She has Usher's Syndrome and as a result is presently legally blind with an 80% hearing loss. PR lives with her mother and stepfather who take their parental roles very seriously.

In school, PR was in tenth grade and struggling for passing grades in a mainstreamed setting with limited itinerant services. As in other areas of her life, PR was trying to get by in class by lip reading. (She knew virtually no sign language.) She had been involved in extracurricular activities but finally gave them up and spent free time with a tutor in order to try and bring up her grades. Her mother had discussed the feasibility of an oral interpreter for PR although it was suggested that the only practical long-term solution would be for PR to learn American Sign Language (ASL). PR's family did not feel this was necessary.

Throughout her school years, PR had trouble making friends although she has a very friendly personality. She had never been employed. Although becoming a lawyer had been a long-term goal, PR was becoming doubtful about college because of her bad experiences in high school.

II. What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)

PR received compensatory skills training through the transition program and was subsequently placed in an entry-level job in her own community for four weeks. Her training included: employment readiness classes, orientation and mobility (O&M), typing, cooking, low vision instruction, and social and recreational experiences. During O&M classes, teachers would often use sign language with PR. Although they knew she didn't understand most of the signs, they felt exposure would help her learn. During low vision instruction, teachers discussed individual eye pathologies to help students better understand their vision loss. PR's mother called to say that she did not want that subject discussed with PR, nor did she want sign language to be used.

PR did not attend a portion of the program after this incident but after many consultations with the project social worker and coordinator, PR's mother and PR, it was decided that PR would participate in the job placement segment of the program. She did well and gained self-confidence in a stock/sales position at a retail shoe store where she received limited job coaching.

III. How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)

One month after the program, PR's mother reported that something rather dramatic happened when PR returned to school. About 1 1/2 weeks after she began 11th grade in the same mainstreamed, limited-serviced environment as she had been in 10th grade, PR said that she could not understand what was being said in class and that she wanted changes to be made. By the next week, she and her mother were enrolled in ASL classes and PR was being taught all of her classes in ASL. After another month, PR was maintaining a strong B+ average, enjoying school and making new friends. Her mother noted that the entry-level summer job had made PR more determined to pursue a college degree and work in a professional field.

It seems that although PR and her family initially resisted coming to terms with PR's vision and hearing losses, the options offered in the program planted the seeds for change and the self-confidence that PR gained gave her the courage to make that change.

Rather than allowing obstacles to block her path, PR has leapt beyond them on her way to achieving her educational goals. We believe that she will return to the program next year to learn how other obstacles can be bypassed on the road to permanent employment.

An Expert Individual Transition Planning System and Model to Promote Progressive Employment for Youths with Moderate and Severe Disabilities

Director: Joseph Stowitschek
Seattle, WA
TI# 238
(84.158N)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

The Expert Individual Transition Project targeted an 18 year old student who was classified as "DD Secondary to Head Trauma" with deficits in memory and symbol recognition. He was living with three brothers with the remainder of the family still in Viet Nam. Family expectations of the student's capabilities and opportunities were low. In addition having some difficulty with the English language, the student's overall communications and social skills were poor. He had considerable difficulty responding to questions and was unable to initiate requests for assistance. He had participated in fast food work experience training, but did not have a job. His self-esteem was very low. Family members showed a general lack of awareness of his disability, but tried to help by doing things for him. His status in the family was as a child rather than an equal.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

The initial Individualized Transition Plan for the student included case-management sign up, additional work experience training, education of family members in disability awareness and support. A dishwashing job was found but was not successful because the family moved causing transportation problems. Another job was found in food service. This job started at $4.25 per hour, 4 hours per day, 3 days per week. A metro pass was obtained and the student was assisted in using public transit. Family members were assisted in understanding how to support the student and how to recognize needs relating to his disability.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

Good progress has been made this year. The student has received a pay raise to $5.25 per hour. His communications skills have greatly improved. In fact, he took the initiative to request increased working hours. He now works 5 days per week. As his self-confidence has improved, his status in the family has improved. He is much more confident of being able to make decisions and is learning how to handle money. His family shows more confidence in his capabilities and has a much better understanding of how to support his. The student has also made good progress in relating to others outside of home and school. His English vocabulary has improved. The family is showing signs of support for an eventual independent living situation for the student. His brother says that he can do things and can now decide for himself.

An Expert Individual Transition Planning System and Model to Promote Progressive Employment for Youths with Moderate and Severe Disabilities

Director: Joseph Stowitschek
Seattle, WA
TI# 238
(84.158N)

I. How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)

The Realistic Transition Program accepted an ESL student who had tested out with an MR handicapping condition. He was 19 and was very isolated. His parents were still in an Afghanistan refugee camp with other siblings. He was living with one brother at his aunt and uncle's home. He had no job, no vocational direction, no friends, and minimal English vocabulary.

II. What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)

Initially, the Realistic Transition Team took the student on tours of vocational programs and got him placed in Culinary Arts a.m. - Realistic Transition Program p.m. on Tuesdays and Thursdays, and Building Maintenance p.m. on Mondays, Wednesdays, and Fridays.

Also, during the first semester, the RTP team started the referral process to CVR/DD and began a work up with King County Work Training Program. While all of these referrals were processing, a Metro pass was procured and travel training was augmented; also, SSI monies were arranged for. Furthermore, he began the Special Education Drivers Training program at his home high school.

By second semester he had received a job as bus person at a local restaurant with supported employment services from King County Work Training Program and with job coaching by the RTP team. Also, with the Special Education coordinator's help an alternative graduation plan was written so that the student could graduate in June.

III. How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)

As the year drew to a close the team saw positive changes. The student's grasp of the English language improved, helping his personality to blossom. The staff saw him interacting with peers and personnel regularly, and they saw an independent nature emerge as he showed persistence in working with the various agencies. he opened his own bank account; he maintained his job and was able to experience supported employment ending as well as the job coach leaving. He graduated in June of 1989. He stayed in his job for one year and then, on his own, got another job in food service at a local restaurant.

His parents and other siblings also came to America in the spring of this year which reunited the family giving this student great joy and added support.

The Dispersed Heterogeneous Placement Model
Directors: John Nietupski/Gerald C. Murray
Iowa City, IA
TI# 262
(84.158N)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

CZ is a 20 year old male who resides with his mother, two brothers, a half sister and another family in a single house. The parents are divorced and the father of CZ is currently serving time in prison. CZ has been enrolled in special education throughout his school years, moving from a mild mental disability (MD) placement to a moderate MD placement. Instruction was functional primarily in the areas of math, spelling and reading. CZ had additional classes in the areas of language, daily living skills, community mobility and family life classes. Attendance and punctuality became a problem as CZ grew older and affected all areas of his life. At the time of referral, CZ was unemployed, unmotivated and was becoming increasingly involved with a questionable reference group, "hanging out until 3:00 a.m." on a local thoroughfare.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

CZ had been referred from the school system as a participant in a transition grant awarded to an area sheltered workshop. This grant involved placing graduating special education students into community-based jobs. Individual counseling was arranged for CZ as a result of previous problems encountered with attendance and punctuality. CZ was placed in a supported employment worksite sorting bottles for a local beverage distributor. He was able to maintain this placement only from December, 1989 to April, 1990. His monthly wages averaged $144.00. During that period, CZ demonstrated poor attendance, occasionally walking off the job. Ultimately, he stopped reporting to work at all. CZ was referred for other positions, but declined each offer, stating that that alternate jobs were "too boring, too hard, and I don't want to cut my hair." Eventually, CZ declined all service offers and spent his time "hanging out on the local thoroughfare." CZ appeared to be influenced more by outside sources than by a desire to succeed, and at the time of graduation he was unemployed.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

As a participant in the DHP Project, CZ was placed in a community-based job on November 27, 1990. CZ vacuums hallways throughout a nine-story medical center complex. He is very conscientious of the quality of his work, and independently checks with his supervisor for any extra job duties that need to be done. He displays excellent responsive social-communicative behaviors, both with peers and hospital visitors, and these are increasingly becoming spontaneous. Hospital staff slightly altered his work schedule so that CZ would be able to eat lunch with his co-workers. CZ has not missed a day of work thus far and has achieved a high level of integration. During the Christmas holidays, CZ participated in a hospital staff luncheon, received a $5.00 Christmas bonus, a gift and wore a Santa Claus hat just the same as all the other maintenance employees. His average monthly earnings are $340.00, and his work hours will soon increased from 20 hours per week to 30 hours per week. Both CZ and his mother feel that this job offers more prestige than previous jobs he has had. This placement has been successful, in part, because of a better job match that offers autonomy, mobility, and more job responsibility. His integration into the workforce is more clearly defined with uniforms, a name tag, his personal locker and his own key to the maintenance closet. CZ is punctual and reliable and has become a responsible employee.

A Community-Based Network to Assist in the Transition from School to Work for Youth with Disabilities: A Four Part Model

Directors: Margo Vreeburg Izzo and Lawrence Dennis
Columbus, OH
TI# 264
(84.158N)

I. How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)

At the time of referral, David was a 19 year old senior. His parents were divorced and David lived with his father and his female companion, and her adult son. David is a personable young man who had many friends, most of whom were in his DH classroom. David also maintained a friendship with a male student who graduated the previous year. Being a football team manager, David developed many acquaintances. David is moderately developmentally handicapped and was in a self contained DH classroom for most of his academic subjects and mainstreamed for some electives, such as physical education, home economics, and individualized reading. Work experiences at the time of referral was limited to in-school jobs the previous school years. During his senior year, David participated in Work Study and was placed at a local small family restaurant for approximately 4 hours a day. While there, David worked in the kitchen washing dishes, keeping clean dishes stocked, and kitchen clean-up.

II. What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)

While in school, David received functional daily living, personal/social and occupational instruction in the DH classroom. Related services included speech/communication therapy and community work experience through Work Study. School-to-work transition services were provided through David's participation in Project NetWORK and Work Study. During participation in Project NetWORK, an ITP was developed that identified graduation, full-time competitive employment, and BVR eligibility as team goals. Activities to achieve these goals included community work experience, job tryout in an area of interest to David, and an intake interview with a BVR counselor. After David gained work experience, a job tryout was arranged over a two day period during which time David observed several jobs within the Housekeeping Department and performed some of the basic duties. The Courtyard offered David a job following the tryout experience that was to begin upon graduation. A final team meeting was held with BVR, the employer, Project NetWORK, Work Study Coordinator, and student as participants. Following David's graduation, BVR continued with eligibility determination and coordinated the OJT, TJTC, and job coaching.

III. How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)

Follow along services from BVR (job coaching, glasses, money management training to client, support to client and employer) that were facilitated by Project NetWORK, led to the success of this job placement. By having regular contact with a BVR counselor, David developed self confidence and independence on the job. He has been with the Courtyard by Marriott for over two years and is an extremely valued employee. He is working full-time with full benefits (medical, dental, profit sharing, vacation) and has received a raise since beginning the job. At first, David needed consistent feedback, but is now able to realize his own potential and is not dependent on feedback from the employer. He now has the confidence to try to learn new things and is quite willing to do so. David is more financially secure with very good benefits from his employer and an income that allows him to rely less on his parents. David has opened up his own bank account and saves regularly. He has maintained high school friendships and regularly meets with them in a group. He also has many friends at work and is included in employee social outings. David also has a girlfriend.

Statewide Transition and Facilitation Project (S.T.A.F. Project)
Director: Preston Lewis
Lexington, KY
TI# 268
(84.158N)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Jarrod, an 18 year old high school senior, living at home with his parents was interested in becoming employed in a job setting. Due to Jarrod's limited mental ability he was enrolled in a functional curriculum diploma program. There he faced the chances of a very limited job market, if any at all.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

While in school, Jarrod was taught in a self-contained classroom for mentally handicapped students. Jarrod also participated in Project Respect which gave him the opportunity to experience different job settings. Trial and error began as the trainer began to work in different settings with him. Jarrod would return to school with suggestions from the trainer on what skills needed to be reinforced (time telling, money, vocabulary, etc.).

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

Jarrod successfully met the skill requirements and qualifications for a grocery clerk in a local grocery store. His responsibilities include bagging groceries, some maintenance, and stocking of shelves. Now when people in the community go to the store they are greeted by a happy, friendly, and successful person named Jarrod. Without the intense, consistent work of the one-on-one instructions of the trainer this would not have been possible upon graduation for Jarrod to have been employed so quickly and successfully.

Supported Employment for Youths with Severe Disabilities
Co-Directors: Katherine Inge and Paul Wehman
Richmond, VA
TI# 269
(84.158N)

I. How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)

M is a 21 year old man who is nonverbal, ambulatory, and profoundly retarded. A steel rod has been surgically placed in his back to prevent further scoliosis development. M communicates by going to a particular location where he wants something and standing there until someone notices him. He also uses four manual signs.

M attends a segregated special education school and receives the majority of his education in a classroom for students with multiple disabilities. Vocationally, M participates in a "sheltered workshop class" once a week, and works on sorting skills daily in class. He also receives community-based training once a week with his class.

M lives in a supportive environment with his mother and stepfather. He participates in regular family activities such as grocery shopping and eating at restaurants. Both M's parents and teacher said that M was very prompt, dependent, and showed limited interest in people.

II. What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)

The Vocational Options Project developed three job sites where students referred to the project could receive community-based vocational training. Jobs were then targeted within each environment that M could learn. Staff worked the targeted job and designed a preliminary task analysis and instructional strategy to train M the job. The program was explained to the school administrator, teacher, parents, and business sponsor, and each was required to sign a formal training agreement prior to M beginning training.

M has received training at two of the three job sites so far. At each site M worked individually with an instructor for two hours, four days a week. Each job lasted for six weeks and varied in terms of the time of day training occurred and the instructor. M's first job involved stocking and fronting the shelves at a hardware store. His current job is at a motel cleaning the vending machine rooms.

Throughout the training period, project staff have relied heavily on coordination between the school, home, and business. Notes on student progress were sent to the teacher and parents daily. Copies of program plans (including instructional strategies, methods of reinforcement, graphs, and comments from M's instructor) were disseminated to the parent and teacher following each training placement.

III. How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)

Although data show that M was unable to master either of his jobs within a six week training period, reports from M's trainer, teacher, and parents indicate that M's life has changed significantly as a result of community-based vocational training. M began his first placement working for only five minutes at a time. He now works for 45 minutes before he takes a break. M's trainers have noted that M walks much faster at work than at school and that he chuckles and smiles frequently throughout training. M has gained independence on some splinter skills, and his willingness to actively participate in training has increased. M's teacher has noticed that M is no longer content to be in the classroom, and both M's teacher and mother have noted that M has become much more aware of people and things in his environment. When M received training first thing in the morning, his parents noticed that he would get right out of bed instead of trying to go back to sleep. When M's training switched to the afternoon, they found that M would come home from work and try to initiate jobs at home instead of going to his room to watch TV. M smiles more frequently at people now and is able to tolerate longer trips into the community with his parents. M will continue with the Vocational Options Project for one more training placement and will be targeted for a supported employment position as an appropriate job match becomes available.

Competition 84.158K

Demonstration Projects to Identify and Teach Skills Necessary for Self-Determination

Self-Determination: The Road to Personal Freedom

Director: Beatriz Mitchell
Albuquerque, NM
TI# 274
(84.158K)

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

The student, age 9, required, because of her cerebral palsy, adaptive learning techniques and equipment and modification of instruction in order to benefit from her educational program. At this age she spent the majority of her school day in a self-contained classroom, with other students in need of similar services, and had a low teacher/pupil ratio. This classroom was in an elementary school that was not her home school. She spent some time in a regular fourth grade class. She did not have friends from the school she attended or from her neighborhood except for friends of her sisters. The student's mother did not feel this placement was providing the student with the social skills and self-esteem needed (present and future).

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

The student's mother asked our Parent Training and Support Center for assistance in getting the student into a regular education class at her home school with the supports she needed. We met with the student's educational team to provide information and resources on how this could be done. We provided resources and support to the mother so she could advocate for this program. The mother spoke with many people including the superintendent of schools and school board. This process took up most of the school year. It was decided to the student return to her home school and attend a fifth grade regular education class with the necessary supports she needed. The state approved a waiver so the student received the same level of funding to provide services in a regular education classroom.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

The student became part of her new class quickly. Other students sought her out to go to school with and socialize after school. Her educational program has been adapted to meet her needs in the regular classroom. The parents and school are proud of how well the program has worked and have shared this at conferences and through newsletters. The student feels a sense of belonging and is happy in this classroom.

OVERVIEW OF PROJECT PROFILES

The 1991 Compendium of Project Profiles focuses on the status of 82 projects currently funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), as part of the Transition Initiative. However, since 1984, 266 model demonstration projects have developed and implemented a wide range of service delivery models that have facilitated the transition of youths and adults with disabilities from secondary special education to postsecondary education or employment. This Overview begins with a general description of the 14 grant competitions funded since 1984 (see Table 1). Of note is the funding of six model projects under CFDA 84.158K—the newest OSERS competition focusing on identifying the skills and characteristics necessary for self-determination. To illustrate the impact of transition on project activities as a national priority, Figure 1 presents the geographical distribution of the 266 projects that have been funded during the past six years.

The remainder of this overview describes in tables, figures, and text the characteristics of the 82 current model projects funded in five competitions: 84.078C, 84.158N, 84.158R, 84.158S, and 84.158K. Figure 2 shows the geographical distribution of these projects as of May 1991, while Figure 3 lists the types of recipients of grant awards in all five competitions (e.g., universities, local education agencies, state agencies). Eligible recipients of these awards were specified for each competition. As illustrated, the most common grant recipients were four-year colleges, universities, and university affiliated programs, followed by local education agencies, private not-for-profit agencies, community colleges, and state agencies. The most common geographic units served by these projects were regions within a state, statewide units, and cities with populations greater than 100,000. In addition, 67% of the projects reported that public transportation was available within the geographic areas they served.

Table 1

Summary of OSERS Model Demonstration Project Competitions in Transition

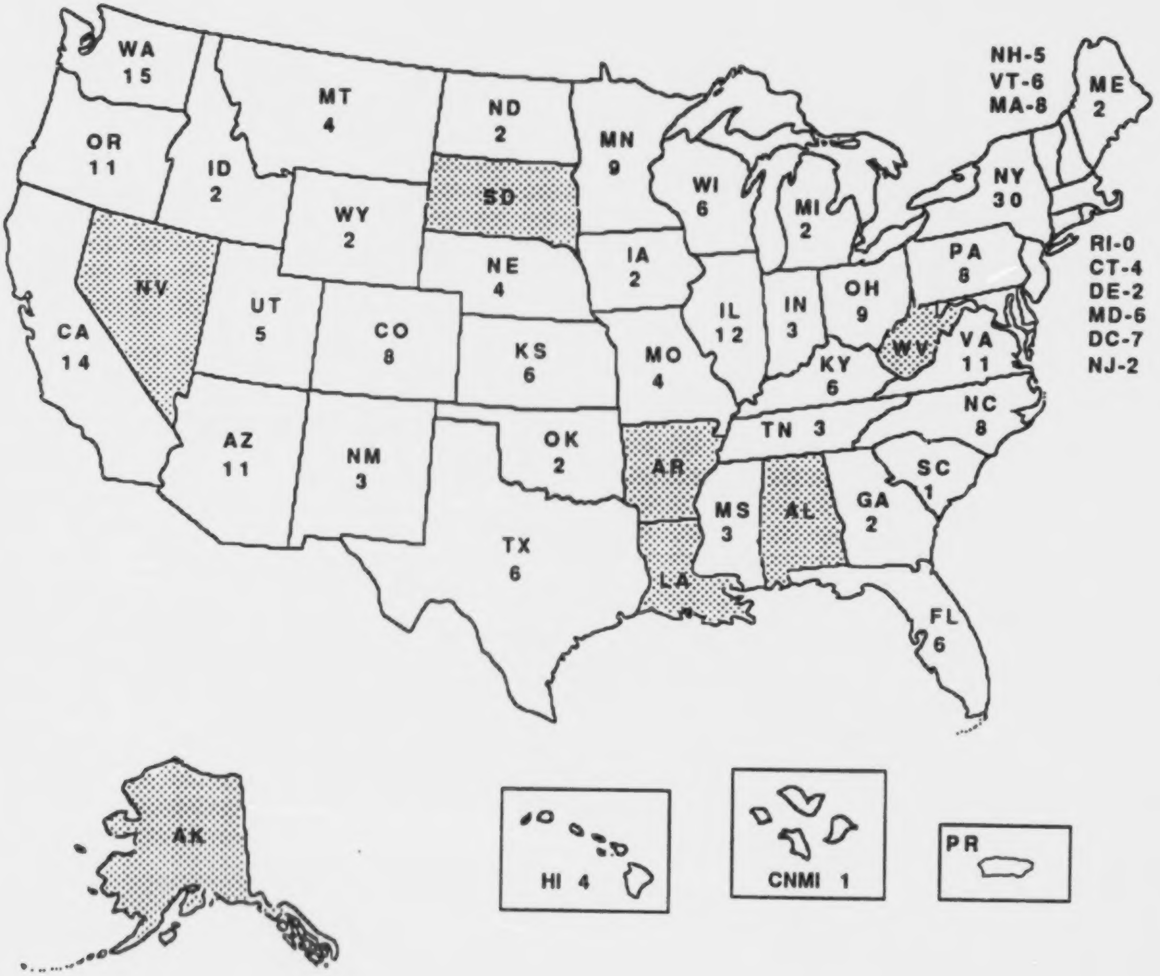
(N = 266)

TYPE OF PROJECT	COMPETITION	FUNDED GRANTS (N)	INTENT OF PROJECT
Research in Education of the Handicapped: Handicapped Children's Model Demonstration Projects/ Youth Employment Projects	84.023D	12 Expired	To demonstrate innovative approaches to transition using direct service delivery.
Research in Education of the Handicapped: Handicapped Children's Model Demonstration Projects/ Postsecondary Projects	84.023.G	15 Expired	To support new model demonstration projects that link transitioning individuals to community-based training programs and services.
Postsecondary Education Programs for Handicapped Persons: Demonstration Projects for Mildly Mentally Retarded and Learning Disabled	84.078B	15 Expired	To stimulate higher education (postsecondary, vocational, technical, continuing, or adult education) possibilities for persons with mild disabilities.
Postsecondary Demonstration Projects	84.078C	28 (48 Expired)	To focus on special adaptations of postsecondary services.
Innovation Programs for Severely Handicapped Children: Transition Skills Development for Severely Handicapped (Including Deaf-Blind Youth)	84.086M	10 Expired	To design, implement, and disseminate practices which facilitate the transition of youth with severe handicaps to employment.
Special Projects and Demonstrations for Providing Vocational Rehabilitation Services to Severely Disabled Individuals.	84.128A	7 Expired	To establish demonstration projects for providing comprehensive programs in vocational rehabilitation services for persons with severe disabilities.
Secondary Education and Transitional Services for Handicapped Youth - Service Demonstration Models.	84.158A	16 Expired	To support projects that would develop and establish exemplary school-community models for specific vocational training and job placement.
Secondary Education and Transitional Services for Handicapped Youth	84.158B	11 Expired	To design cooperative models (SEA or LEA) that facilitate effective planning to meet employment needs of exiting students with disabilities.
Secondary Education and Transitional Services for Handicapped Youth: Models for Planning and Implementation of Transitional Services.	84.158C	39 Expired	To support projects designed to plan and develop cooperative models for activities among SEA's or LEA's and adult service agencies.
Secondary Education and Transitional Services for Handicapped Youth: Models for Providing Disabled, Mainstreamed, Learning Disabled and Other Mildly Handicapped Students with Job Related Training	84.158L	10 Expired	To identify job-related training needed by secondary students with mild handicaps.

Table 1 (continued)

TYPE OF PROJECT	COMPETITION	FUNDED GRANTS (N)	INTENT OF PROJECT
Training and Employment Models for Youth with Handicaps.	84.158N	28	To prepare and place youth with severe handicaps into supported employment prior to leaving school.
Secondary and Transition Services Follow-up/Follow-Along Projects	84.158R	14	To encourage follow-up and follow-along studies to document the impact of transition services, and to revise program options based on analysis of outcome data.
Family Networking	84.158S	6 (1 Expired)	To assist youth with handicaps and their families in identifying, accessing, and using formal and informal networks to obtain needed supports and services to maximize independence in adult life.
Demonstration Projects to Identify and Teach Skills Necessary for Self-Determination	84.158K	6	To identify the skills and characteristics necessary for self-determination, as well as the in-school and out of school experiences that lead to the development of self-determination.

Figure 1
Geographic Distribution of Current and Expired Projects as of May 1991
(N = 266)


WA 15
OR 11
ID 2
MT 4
ND 2
SD
MN 9
WY 2
WI 6
MI 2
NH-5
VT-6
MA-8
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NY 30
NV
CA 14
UT 5
CO 8
NE 4
IA 2
IL 12
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OH 9
PA 8
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DE-2
MD-6
DC-7
NJ-2
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AZ 11
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NC 8
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TX 6
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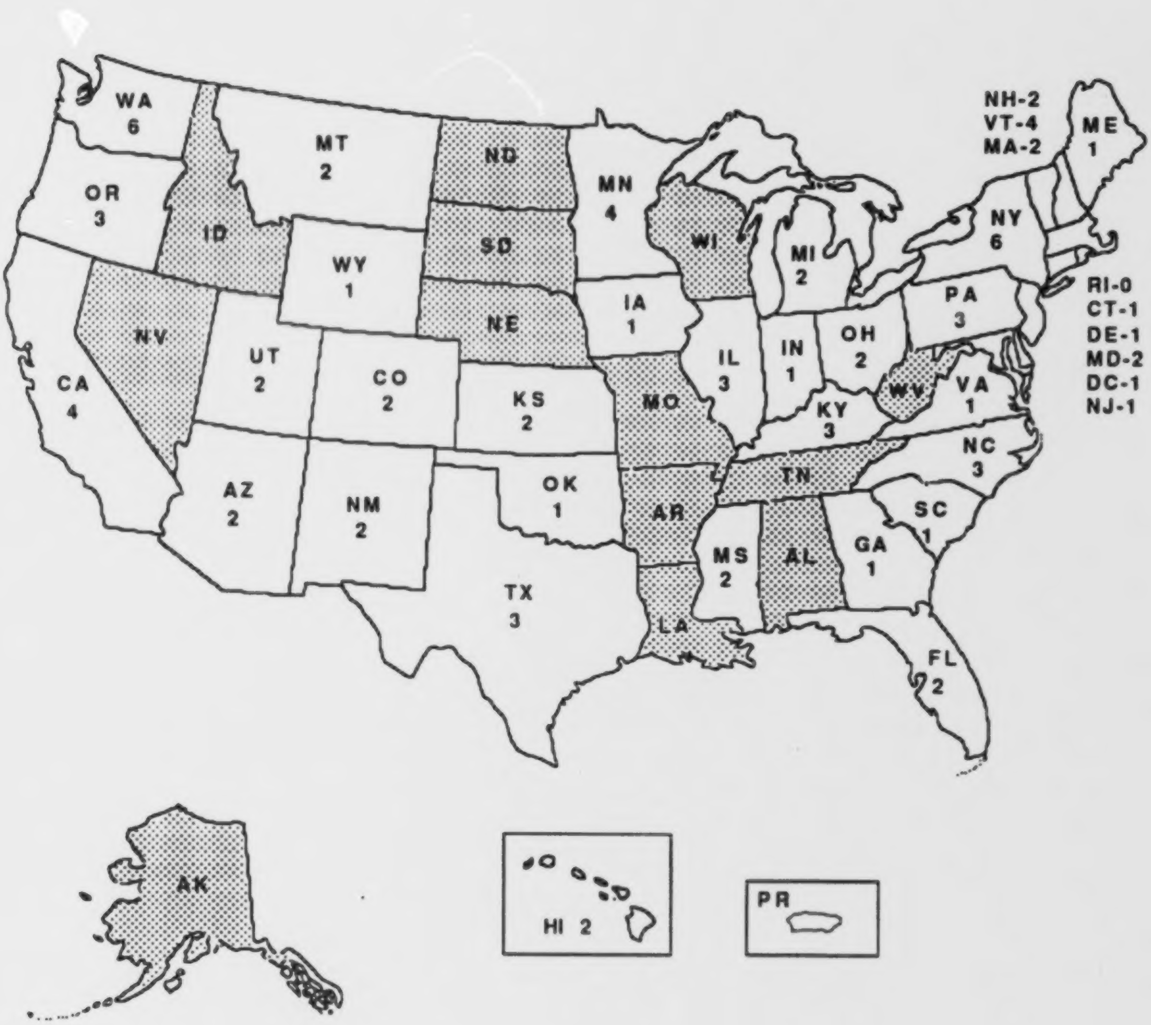
HI 4
CNMI 1
PR

Figure 2
Geographic Distribution of Current Projects as of May 1991
(N = 82)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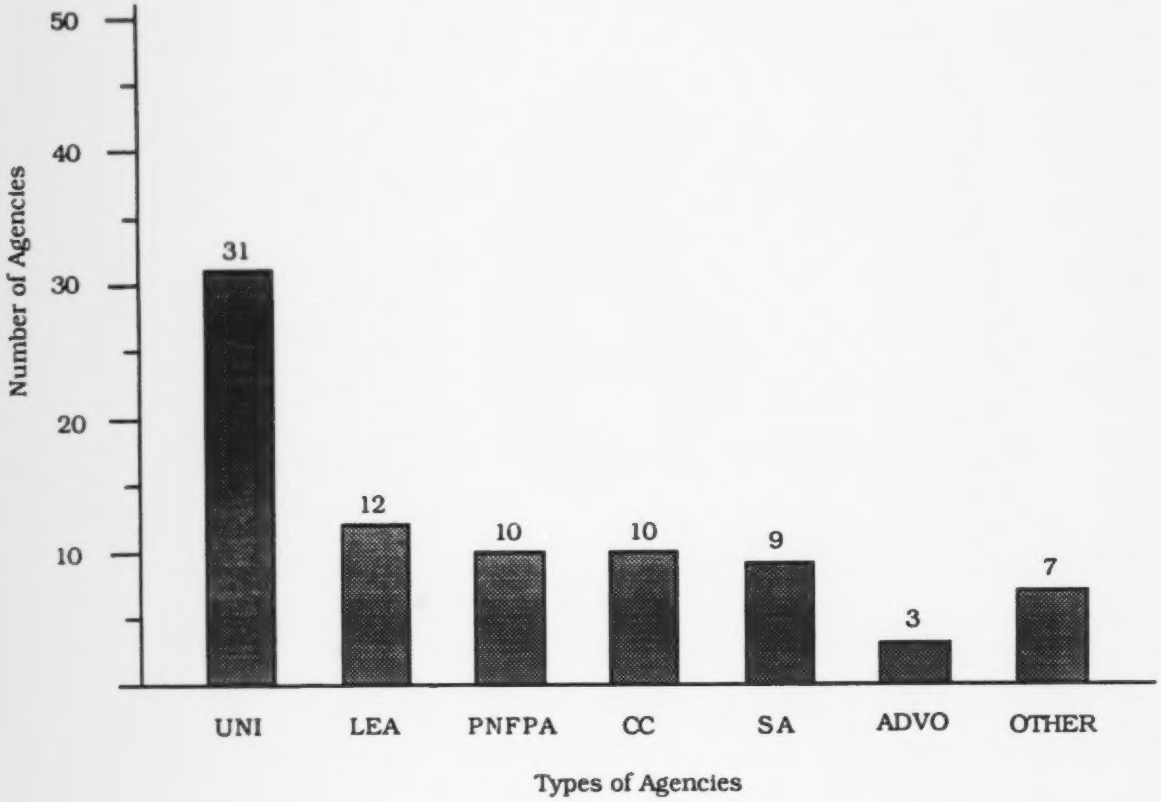
DE-1
MD-2
DC-1
NJ-1
AK
HI 2
PR

Figure 3

Types of Primary Grant Recipients
for Current Model Projects

Competition N = 5; Project N = 82



UNI	Universities, Four-year colleges, and University Affiliated Programs
LEA	Local Education Agencies
PNFPA	Private Not-For-Profit Agencies
CC	Community Colleges
SA	State Agencies
ADVO	ARC/Parent Organizations
OTHER	Other

The 82 projects currently funded through federal monies provide transition services to youths and adults with all forms of disabilities, including at-risk populations such as minority youths, dropouts, persons considered economically disadvantaged, and those involved in substance abuse. Projects estimate that more than 118,000 people with disabilities may eventually benefit from their demonstrations of model transition services during the funding period.

The number of persons with disabilities who will receive direct services from secondary transition model projects is substantially fewer. Table 2 presents the number of persons served and their age ranges by disability. These figures were derived from the data submitted by projects in the 84.078C, 84.158N, 84.158S, and 84.158K competitions (N = 68). Since the major focus of the 84.158R projects is not service provision (i.e., follow-up/follow-along), their tabulations are not represented in the total. Of the 9,367 persons with disabilities reported as receiving services for 1990-1991, 37% had learning disabilities, 27% mental retardation, 9% physical disabilities, and 8% mental illness and emotional disabilities. Figure 4 graphically displays the percentage of individuals with disabilities served by these four current competitions.

In addition to targeting youths and adults with disabilities, most of the model demonstration projects provide related services or training to other professionals, paraprofessionals, or parents who assist in the transition process. Specifically, across the five current competitions, related services or training are being provided to 3,493 parents, 3,565 teachers, 1,854 agency staff persons, 1,880 business and industry personnel, 1,453 postsecondary faculty, and 512 project staff. Table 3 provides an overview of recipients of related training by competition.

The provision of transition services to persons with disabilities, as well as interdisciplinary training, relies heavily on the establishment of cooperative relationships between secondary and adult service providers. A major intent of the federal transition initiative

Table 2

Youths and Adults with Disabilities Served in Current Model Projects

1990-1991

Disability	No. Served	Age Range
Learning disability	3,451	12-62
Mild mental retardation	838	12-54
Moderate mental retardation	1,069	14-30
Severe mental retardation	484	12-27
Profound mental retardation	113	14-25
Multiple handicap	389	12-50
Developmental disability	132	16-25
Emotional disorder	412	12-50
Behavioral disorders	228	14-35
Chronic mental illness	307	15-60
Hearing impairment	137	12-50
Visual impairment	133	12-55
Deaf/blind	48	15-35
Dropout	16	12-27
Economically disadvantaged	21	16-21
Minority youth	46	15-21
Substance abuse	43	15-33
Health impairment	140	15-50
Epilepsy	27	14-45
Autism	63	12-27
Traumatic brain injury	41	15-54
Physical handicap	594	12-55
Cerebral palsy	157	14-55
Spinal cord injury	24	15-43
Communication disorder	428	12-27
Speech impairment	26	17-30
TOTAL	9,367	

Figure 4

Percent of Youths with Disabilities Served in Four Current Competitions

1990-1991

Competition N = 4; Project N = 68; Youths Served = 9,367

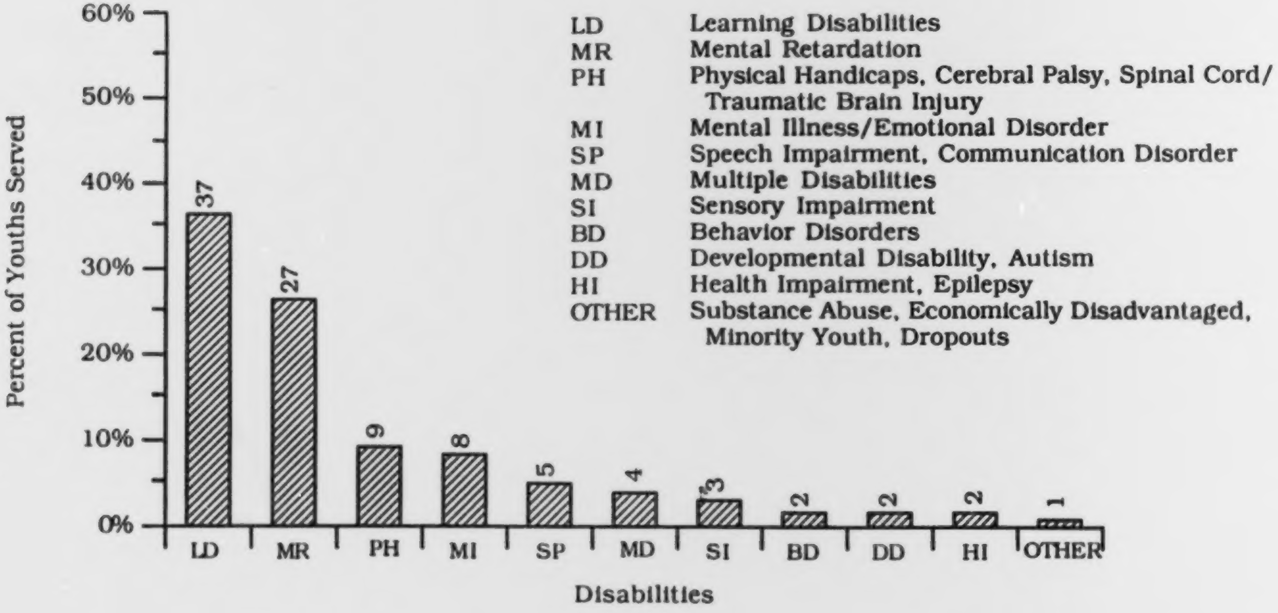


Table 3

Number of Individuals Participating in Related Service Components in Current Competitions

	84.078C	84.158N	84.158R	84.158S	84.158K	Total
Teachers	964	1,541	496	144	420	3,565
Postsecondary Faculty	1,386	28	22	12	5	1,453
Agency Staff	470	753	312	119	200	1,854
Parents	385	1,680	148	970	310	3,493
Business/Industry	532	1,195	48	60	45	1,880
Project Staff	285	118	72	18	19	512

has been to develop interagency cooperation in an effort to smooth the transition between school and adult life for individuals with disabilities. Figure 5 illustrates the types and numbers of agencies involved in cooperative activities with model demonstration projects. As shown, most collaborative activities are conducted between model projects and local agencies (i.e., secondary education providers, residential facilities, and rehabilitation facilities), state agencies, advocacy organizations, and programs offered through universities. Private not-for-profit agencies, community colleges, JTPA, and other agencies also are involved.

In addition to intervention research, the main mission of the Transition Institute is to (a) provide evaluation technical assistance to all OSERS-funded model projects, and (b) conduct evaluation research on outcomes associated with these projects. To assist in this mission, information is collected annually from each project on the evaluation approach to be used, personnel designated to conduct evaluation activities, the identified audiences for evaluation reports, and the anticipated format of these reports. The rest of this narrative, with explanatory tables, presents the results of this survey.

As demonstrated in Table 4, the most common approaches to evaluation are goal-based, system analysis, case study, and professional review. Most projects use more than one approach to frame the evaluation. Table 5 shows the personnel involved in implementing the evaluation. As illustrated, project directors and project personnel provide most of the staffing for implementating evaluation. Increasingly, advisory boards are assisting projects in evaluation activities, however.

In general, the projects see OSERS as their primary audience for the final report and for evaluation of their efforts. Advisory boards, consumers, state agencies, and the Transition Institute staff each were listed by more than half of the projects as audiences for final reports. Formal reports are anticipated to be the vehicle for this information sharing for nearly all projects. Additionally, more than half the projects will also be providing an executive summary, and about one third will produce a brochure summarizing project information.

Figure 5

Types of Agencies Involved in Interagency Cooperation with Current Model Projects

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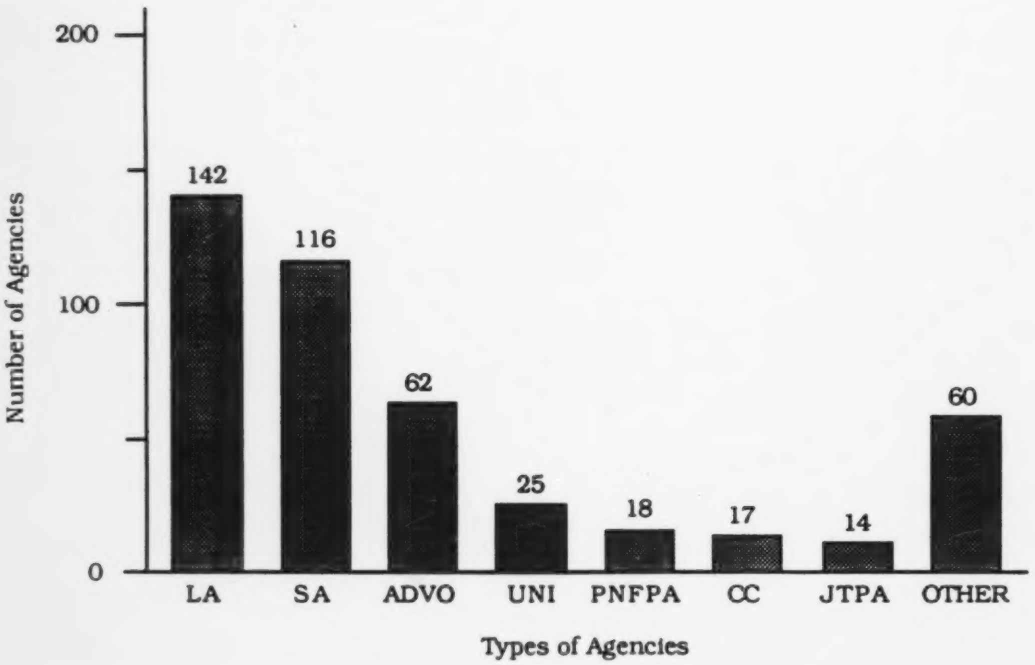
Competition N = 5; Project N = 82



LA	Local Agencies (schools, residential/rehabilitation facilities)
SA	State Agencies
ADVO	ARC/ACLD, Parent Organization
UNI	Universities, Four-year colleges, University Affiliated Programs
PNFPA	Private Not-For-Profit Agencies
CC	Community Colleges
JTPA	Job Training Partnership Act
OTHER	Other

Table 4

Evaluation Approaches Used in Current Competitions

	84.078C	84.158N	84.158R	84.158S	84.158K	Total
System Analysis	15	14	8	3	6	46
Goal Based	24	24	12	5	5	70
Goal Free	7	6	3	4	2	22
Decision Making	5	6	8	2	1	22
Connoisseurship	3	2	0	0	0	5
Professional Review	9	15	5	3	3	35
Case Study	16	14	2	5	1	38

Table 5

Evaluation Personnel Involved in Current Competitions

	84.078C	84.158N	84.158R	84.158S	84.158K	Total
Director	25	24	14	6	6	75
Coordinator	19	24	14	5	5	67
Project Staff	25	22	10	4	5	66
Advisory Board	13	11	10	3	4	41
3rd Party Evaluation	12	10	4	3	1	30
Staff Evaluation	8	5	0	1	3	17

Products developed by the model demonstration projects are one of the primary types of outcomes associated with program implementation. These products are considered essential to program dissemination and replication—two primary goals identified by OSERS for funded projects. Table 6 depicts the types and number of products anticipated by project staff in each competition. Project-developed instruments, brochures, and journal articles were the most frequently cited products, followed by replication manuals and training manuals. Many of the products produced thus far by the 266 OSERS-funded transition projects are catalogued in the Transition Institute Library.

Table 6

Products Planned in Current Competitions

	84.078C	84.158N	84.158R	84.158S	84.158K	Total
Brochure	22	21	5	4	3	55
Newsletter	7	10	2	3	2	24
Parent handbook	3	12	2	4	3	24
Student handbook	11	7	1	0	3	22
Training manual	8	16	8	3	4	39
Project instruments	18	20	13	4	4	59
Slide presentation	5	12	0	2	0	19
Video tape	17	11	1	3	0	32
Curricula	13	13	1	1	6	34
Journal articles	19	12	12	3	5	51
Replication manual	12	13	10	2	4	41

PROJECT PROFILES

The following Project Profile section contains descriptions of both current and recently expired transition projects. Individual project profiles are grouped according to the competition under which they received their grant award. Within each competition section, current projects are listed numerically by Institute numbers.

Each group of individual project profiles is preceded by a summary of the competition based on information from the actual grant application packet. The subsequent summary of the current projects provides an overview of the major demographic and operating characteristics of the projects.

For competitions 84.078C, 84.158C, 84.158A, and 84.158L, individual expired project profiles follow a Summary of Expired Projects; they are also arranged numerically by Institute number.

The primary source of data for the individual project profiles was the Project Characteristics Questionnaires (Appendices A and B) completed and returned by project staff during the 1990-1991 project year.

COMPETITION PROFILE: CFDA 84.158K

DEMONSTRATION PROJECTS TO IDENTIFY AND TEACH SKILLS NECESSARY FOR SELF-DETERMINATION

INITIAL COMPETITION 9/14/89

PURPOSE OF COMPETITION

The purpose of this priority was to support model projects that identify the skills and characteristics necessary for self-determination, as well as the in-school and out-of-school experiences that lead to development of self-determination.

Emphases included (a) strategies to systematically involve youths with disabilities in the types of activities that foster assertiveness, creativity, self-advocacy, and other skills associated with self-determination; (b) development and testing of strategies to assist families and service providers in understanding the importance of self-determination and support changes in roles and responsibilities; and (c) strategies to involve adults with disabilities in the transition process as information resources, role models, and advocates.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, local education agencies, and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $618,000 was expected to be available to support up to five projects in this initial competition.

NUMBER OF GRANTS AWARDED

Six grants were awarded under this competition.

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

SUMMARY OF 84.158K PROJECT PROFILES

DEMONSTRATION PROJECTS TO IDENTIFY AND TEACH SKILLS NECESSARY FOR SELF-DETERMINATION

GEOGRAPHIC AREA SERVED

Of the six current projects, three report serving a county, one reports serving a region of the nation (more than one state), one reports serving a region within a state (more than one county), and one reports serving a town of 10,000 to 50,000 people.

PRIMARY GRANTEE

Three private nonprofit agencies, two university affiliated programs (UAPs), and one Association for Retarded Citizens were awarded grants under this competition.

PROJECT PARTICIPANTS

The six current projects report 460 individuals with disabilities receiving direct services for the entire funding period. The projects also were asked to estimate the total number of individuals with disabilities who will receive benefit from services. Five projects report impacting 2,188 individuals; one project indicates that this number will be determined at a later date.

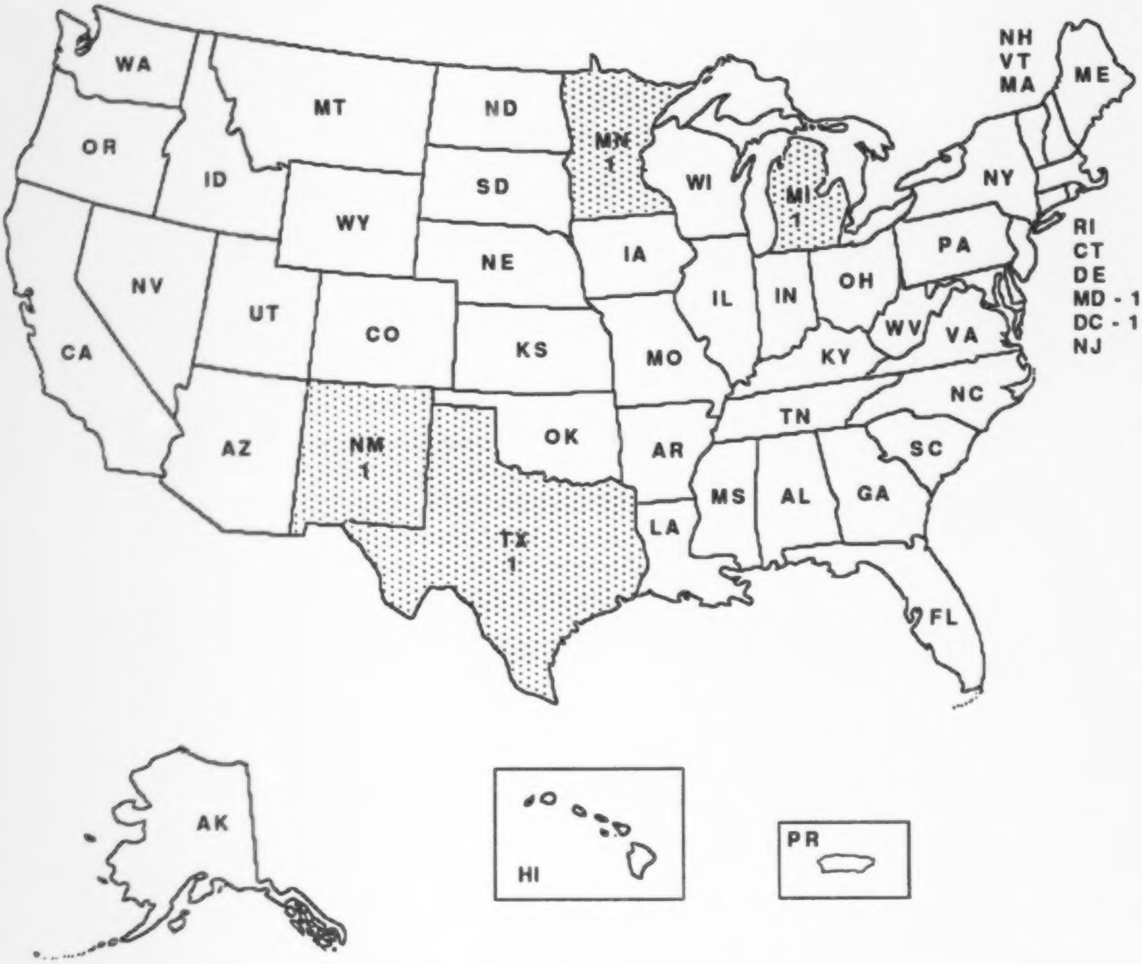
COOPERATING AGENCIES

Five projects indicate involvement with cooperating agencies or organizations. Four projects report cooperative efforts with parent organizations and public secondary schools. Three projects indicate working with local education agencies, two with state educational agencies, Associations for Retarded Citizens, and private nonprofit agencies. One project each reports cooperating with a community college, a university, a university affiliated program, a residential facility, a for-profit agency, a state vocational rehabilitation agency, a state MH/DD agency, and an Association for Retarded Citizens.

Location of 84.158K Projects

Geographic Distribution of Current 84.158K Projects as of May 1991

(N = 6)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GA
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SC
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MD - 1
DC - 1
NJ
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HI
PR

PROJECT TITLE:
Project Partnership

PROJECT DIRECTOR:
Eileen Cuskaden

PROJECT COORDINATOR:
Carol Custer

CONTACT PERSON:
Eileen Cuskaden

MAILING ADDRESS:
Very Special Arts
John F. Kennedy Center for the
Performing Arts
Education Department
Washington, DC 20566

TELEPHONE #: (202) 416-8861

INSTITUTE #: 270

COMPETITION #: 84.158K

PROJECT START DATE: 10/1/90
PROJECT END DATE: 9/30/93

PRIMARY GRANTEE:
Private Non-Profit Agency

GEOGRAPHICAL AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

Project Partnership is a demonstration project designed to develop and enhance the self-determination and self-advocacy skills of young people with disabilities through increased participation in the arts. Very Special Arts will pilot the project in the Worthington School District in Ohio and in Istrouma High School in Baton Rouge, Louisiana. The goals of the project are to identify and eliminate barriers currently limiting arts participation; develop new curricula and adapt existing curricula to make the arts more accessible to students with disabilities; train school faculty, community arts leaders, and parents to increase understanding of the value of arts for students with disabilities; develop and implement individualized arts education plans; and involve artists with disabilities as performers, trainers, role models, and mentors.

PROJECT FOCUS:

1. Develop site steering committees.
2. Hold project start-up meetings.
3. Develop and implement site assessment.
4. Develop core course curriculum outline.
5. Identify target student group.
6. Develop parent information packet.
7. Administer pretest to students.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 150

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 150

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Assessment results, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects: Competency Rating Scale, Piers Harris Self-Concept Scale, Torrance Test of Creativity

Locally/Project Developed Instruments: Student Project Checklist, Student Self Assessment, Teacher Log, Site Assessment

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board, Staff Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers, Local Boards of Education

PROJECT PRODUCTS:

Products	Date Available
Training manual	Not indicated
Project developed instruments	Not indicated
Curricula	Not indicated
Replication manual	Not indicated

PROJECT TITLE:
Self-Determination Curriculum Project

PROJECT DIRECTOR:
Sharon Davis, Ph.D.

PROJECT COORDINATOR:
Michael Wehmeyer, Ph.D.

CONTACT PERSON:
Michael Wehmeyer, Ph.D.

MAILING ADDRESS:
ARC of the United States
Dept. of Research and Program Services
2501 Avenue J
Arlington, TX 76006

TELEPHONE #: (817) 640-0204

INSTITUTE #: 271

COMPETITION #: 84.158K

PROJECT START DATE: 10/1/90
PROJECT END DATE: 9/30/93

PRIMARY GRANTEE:
Association for Retarded Citizens

GEOGRAPHICAL AREA SERVED:
A region of the nation

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of the Self-Determination Project is to develop, field test, and disseminate a curriculum, based upon the "Life Centered Career Education" curriculum, teaching adolescents with mental retardation attitudes and abilities necessary for self-determination. The project goals are: to gather information pertaining to self-determination from persons with mental retardation, parents of people with disabilities, and from an extensive review of the literature; to develop the curriculum based upon this input and using the LCCE competencies; to field test and revise this curriculum and; to disseminate this material.

PROJECT FOCUS:

1. Preparation of literature review.
2. Collection of information from people with disabilities, parents and ARC chapters.
3. Selection, organization, and verification of competencies and subcompetencies from LCCE curriculum pertaining to self determination.
4. Develop additional competencies, subcompetencies necessary.
5. Develop teacher training materials.
6. Develop evaluation strategies.
7. Select field sites.
8. Inservice teachers.
9. Begin field testing.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 100

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 100

Handicapping Condition	No. Served	Age Range
Mild mental retardation	95	15-21
Moderate mental retardation	5	15-21

Professionals/parents receiving services (training) through project activities:

Parents - 50	Teachers - 15

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Professional Review

Type of Date/Information Being Collected:

On Students/Clients: Demographics, Assessment results, Progress in educational program, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Amount of direct service to provider, Provider satisfaction with project activities, Teacher evaluation of curriculum

Instrumentation:

Commercially Available Instruments Used by Projects: Piers-Harris Self-Concept, Modified Intellectual Assessment, Responsibility Questionnaire (MIARQ), Self-Description Questionnaire (SDQ), Knowledge Battery, Performance Battery

Locally/Project Developed Instruments: Self-Advocates Input Survey

Personnel Involved in Evaluation: Project Director, Project Coordinator, Advisory Board, Consultants

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, In Curriculum

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Special Education Director, Local ARCs

PROJECT PRODUCTS:

Products	Date Available
Brochure	10/93
Parent handbook	10/93
Student handbook	10/93
Training manual	10/93
Curricula	10/93
Journal articles	10/91

PROJECT TITLE:
Skills for Self-Determination

PROJECT DIRECTOR:
Sharon Field

CONTACT PERSON:
Sharon Field

MAILING ADDRESS:
Developmental Disabilities Institute
6001 Cass, 326 Justice Bldg.
Wayne State University
Detroit, MI 48202

TELEPHONE #: (313) 577-2655

INSTITUTE #: 272

COMPETITION #: 84.158K

PROJECT START DATE: 10/1/90
PROJECT END DATE: 9/30/93

PRIMARY GRANTEE:
University Affiliated Program

GEOGRAPHICAL AREA SERVED:
A town of 10,000 to 50,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of this project is to investigate skills that promote self-determination and develop and evaluate strategies that promote these skills. The goals of the project are: (a) further identify skills which foster self-determination; (b) to develop and field-test a curriculum which can be used in integrated environments to teach skills which promote self-determination and which helps families and service providers to increase their awareness of the importance of self-determination and to identify ways in which they can support and foster self-determining behavior; (c) to disseminate products from the project (e.g., self-determination scale; curriculum to teach consumers how to increase self-determination in their own lives and to help families and service providers support self-determining behavior; a report analyzing and synthesizing the results of structured interviews and student observations/interviews on factors and skills associated with self-determination and project reports) on a local, state wide and national basis; and (d) to utilize input from persons with disabilities and professionals in the field throughout all phases of the project.

PROJECT FOCUS:

1. Conduct structured interviews with adults, with and without disabilities, to identify factors which support and factors which inhibit self-determination.
2. Conduct structured observations in a variety of school settings (i.e., special education, general education, vocational education, and physical education classes and lunch) to identify ways in which students exhibit self-determining behavior in school settings and to determine factors that inhibit or promote these behaviors.
3. Review literature in the areas of assertiveness, creativity, advocacy, and empowerment.
4. Develop initial draft of curriculum to help students develop knowledge and skill related to self-determination.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 16

Professionals/parents receiving services (training) through project activities:

Parents - 50
Business/industry personnel - 20
Project personnel - 10
Agency personnel - 150
Teachers - 350
Undergraduate/graduate students - 100

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Professional Review

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Educational background, Progress in educational program, Student/client satisfaction with services/outcomes obtained

Instrumentation:

Locally/Project Developed Instruments: Self-Determination Observation Checklist, Self-Determination Structured Interview, Self-Determination Scale

Personnel Involved in Evaluation: Project Director, Project Staff, Advisory Board, Co-principal Investigator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board

PROJECT PRODUCTS:

Products	Date Available
Project developed instruments	8/93
Curricula	8/93
Journal articles	12/91-9/93

PROJECT TITLE:
Self-Determination Program for Transitioning Youths in Prince George's County

PROJECT DIRECTOR:
Sherry Smith

PROJECT COORDINATOR:
Jack E. Campbell

CONTACT PERSON:
Jack E. Campbell

MAILING ADDRESS:
Prince George's County
Private Industry Council, Inc.
1802 Brightseat Rd.
Landover, MD 20785

TELEPHONE #: (301) 386-5522, ext 244/245

INSTITUTE #: 273

COMPETITION #: 84.158K

PROJECT START DATE: 9/1/90
PROJECT END DATE: 8/31/93

PRIMARY GRANTEE:
Private Non-Profit Agency

GEOGRAPHICAL AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The Prince George's Private Industry Council and the Prince George's County Public Schools, in cooperation and collaboration with other public and private agencies, propose to develop a model program identifying and demonstrating teaching methods and strategies necessary for self-determination in youth adults with disabilities transitioning and exiting from the school system to adult life. The self-determination model training program will be offered in a natural environment with emphasis on empowerment, decision-making and social independence skills. The model proposes the utilization of adults with disabilities as role models and mentors, on a 1:1 ratio, for the participating youths in this program.

PROJECT FOCUS:

1. To implement a mentor program with 50 students/professionals.
2. Inservice training for teachers and parents.
3. Development of a training manual for dissemination and inservice use.
4. Development of self-determination curriculum.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 50

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 50

Handicapping Condition	No. Served	Age Range
Physical handicap	50	16-21

Professionals/parents receiving services (training) through project activities:

Parents - 50
Business/industry personnel - 15
Mentors - 50
Agency personnel - 10
Teachers - 10

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Free, Professional Review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Demographics, Student/client satisfaction with services/outcomes obtained

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: Becker Reading-Free Interest Survey, Functional Assessment Inventory

Locally/Project Developed Instruments: Teacher Interview, Parent and Student Survey, High School and Middle School Referral Form

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Third-Party Evaluator, Staff Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Brochure/Pamphlet, Handbook

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Schools

PROJECT TITLE:
Self-Determination: The Road to Personal Freedom

INSTITUTE #: 274

COMPETITION #: 84.158K

PROJECT DIRECTOR:
James Jackson

PROJECT START DATE: 10/90
PROJECT END DATE: 10/93

PROJECT COORDINATOR:
Kirk MacGugan/Beatriz Mitchell

PRIMARY GRANTEE:
Private Non-Profit Agency

CONTACT PERSON:
Beatriz Mitchell

MAILING ADDRESS:
Protection and Advocacy System
1720 Louisiana, NE, Suite 204
Albuquerque, NM 87110

GEOGRAPHICAL AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: No

TELEPHONE #: (505) 256-3100

PROJECT PURPOSE:

This project will identify the skills and characteristics necessary for self-determination. It will develop and test a curriculum providing a range of experiences to foster self-determination skills. The project will involve families, high school youths with disabilities, and adults with disabilities in all aspects of the project as information resources, role models, and advocates for the students. The project will evaluate its effectiveness in developing self-determination skills among high school students with disabilities.

PROJECT FOCUS:

1. Design a curriculum which will be piloted in Spring semester of 1991 in one high school. Evaluate the curriculum and make required changes during the Summer of 1991.
2. The grantee will teach the curriculum to 60 students, beginning the Fall semester of 1991.
3. They will also meet with the students' parents or family member once a month during the semester.
4. Teachers will be invited to participate in the teaching and will be consulted regularly.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 1,808

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 130

Handicapping Condition	No. Served	Age Range
Autism	20	14-22
Behavioral disorders	100	14-22
Cerebral palsy	30	14-22

Chronic mental illness	50	14-22
Communications disorder	360	14-22
Deaf/blind	1	15
Health impairment	5	14-22
Hearing impairment	25	14-22
Learning disability	820	14-20
Mild mental retardation	89	14-20
Moderate mental retardation	79	14-20
Severe mental retardation	46	14-20
Multiple handicap	42	14-22
Orthopedic impairment	285	14-22
Visual impairment	3	14-22

Professionals/parents receiving services (training) through project activities:

Parents - 130	Agency personnel - 40
Business/industry personnel - 10	Teachers - 15
Project personnel - 4	Postsecondary faculty - 5
Undergraduate/graduate students - 10	Role models with disabilities - 30

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Goal Free, Decision Making, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Progress in educational program, Progress in employment training programs, Degree of integration, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Changes that have occurred in the students, their participating family member, the teaching and other staff members

On Employers: Characteristics/demographics, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: Tennessee Self-Concept Scale

Locally/Project Developed Instruments: Checklist Instrument, Rating Scale, Satisfaction Rating Scale and Progress Check, Pre and Posttests

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board, Staff Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Local School Districts, Panel of Indian Parents and Council Members from 5 Pueblos, Advocacy Groups, Disability Groups, Support Groups, Cooperating Agencies

PROJECT PRODUCTS:

Products	Date Available
Brochure	2/91
Project developed instruments	1/91
Curricula	1/91&9/91
Journal articles	12/93
Replication manual	9/93
Training materials for parents or family members	9/91
Transparencies (cartoons, drawings, pictures)	9/91

PROJECT TITLE:
Facilitating the Self-Determination of Youth with Disabilities

INSTITUTE #: 275

COMPETITION #: 84.158K

PROJECT DIRECTOR:
Brian Abery/Robert Bruininks

PROJECT START DATE: 10/1/90
PROJECT END DATE: 9/30/93

PROJECT COORDINATOR:
Ann Eggebeen

PRIMARY GRANTEE:
University Affiliated Program

CONTACT PERSON:
Brian Abery

MAILING ADDRESS:
Institute on Community Integration
107 Pattee Hall
150 Pillsbury Dr., SE
Minneapolis, MN 55455

GEOGRAPHICAL AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

TELEPHONE #: (612) 652-5592

PROJECT PURPOSE:

If full inclusion and participation in the community is to become a reality for persons with disabilities, we need to know more about how to facilitate the development of decision-making, personal choice, self-advocacy, and other self-determination skills and to design environments in such a manner that newly learned skills in these areas can be exercised on a regular basis. The goals of the project include the study of skills necessary for the exercise of choice and independence, and the development and implementation of interventions to enhance decision-making, personal choice, and self-advocacy skills of youth with disabilities. In addition, the project will work to increase the opportunities for the exercise of personal control by youth with disabilities in the family, school, and community. The project will include two distinct populations: students with moderate to severe mental retardation and students with moderate to severe physical disabilities with no cognitive impairment. Participants will be selected from several school systems within the Twin Cities metropolitan area and will be 15 to 18 years of age.

PROJECT FOCUS:

1. Establishment of advisory committee, consisting of persons with disabilities, parents of youth with disabilities, and community service providers.
2. Identification of critical self-determination skills and development of a self-determination process model through review of the literature.
3. Conduction of 16 focus groups with persons with disabilities, parents, and educational personnel.
4. Development of instrumentation and evaluation procedures to assess the extent to which participants possess skills critical to the exercise of self-determination and the opportunities available to them to practice and define these skills in school, home, and community settings.
5. Field-testing of evaluation instrumentation.
6. Conduction of baseline assessments.
7. Analysis of data from focus groups.
8. Analysis of data from baseline assessments.
9. Development of intervention programs.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 80

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 30

Handicapping Condition	No. Served	Age Range
Moderate mental retardation	40	15-18
Physical handicap	40	15-18

Professionals/parents receiving services (training) through project activities:

Parents - 30	Teachers - 25-30
Project personnel - 5	Mentors - 15

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Programmatic Evaluation

Type of Date/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Degree of integration, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:

Commercially Available Instruments Used by Projects: WISC-R, Stanford-Binet, Inventory for Client and Agency Planning, Functional Status Measure

Locally/Project Developed Instruments: Observation System, Self-Determination Skills Assessment Scale, Subject Interview

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, GPCDD, A.C.T., Center for Independence Living, ARC H. C., PACER, Cooperating School Districts

PROJECT PRODUCTS:

Products	Date Available
Newsletter	9/92
Parent handbook	9/93
Student handbook	9/93
Training manual	9/93
Project developed instruments	9/91
Curricula	10/91&9/93
Journal articles	9/92
Replication manual	9/93

COMPETITION PROFILE: CFDA 84.158S

FAMILY NETWORKING

INITIAL COMPETITION: 3/10/89
SECOND COMPETITION: 7/21/89

PURPOSE OF COMPETITION

The purpose of this priority was to support model demonstration projects that build on existing transition planning processes to assist youths with handicaps and their families in identifying, accessing, and using formal and informal networks to obtain needed supports and services to maximize independence in adult life.

Emphases included (a) ensuring the existence of a planning process that includes the student, his or her family, representatives from the school, and representatives from adult service agencies; (b) assisting youth with handicaps and their families in identifying the range of possible postschool options for living, working, recreation, or postsecondary education; (c) assessing the supports or services needed by the student to participate in different postschool options; (d) teaching students and families how to identify potential formal and informal sources of services and supports for learning to effectively assess and use these sources; and (e) identifying and developing strategies for overcoming barriers to needed supports or services.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state education agencies, local education agencies, and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established in the Job Training Partnership Act (27 U.S.C. 1501 et seq.).

FUNDS AVAILABLE

Approximately $315,000 was expected to be available to support up to three projects in this second competition.

NUMBER OF GRANTS AWARDED

Four grants were awarded under this competition for fiscal year 1990. Three grants had been awarded for the previous fiscal year, with one project expiring after one year of funding. A total of six family networking projects are presently funded.

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

SUMMARY OF 84.158S PROJECT PROFILES

FAMILY NETWORKING

GEOGRAPHIC AREA SERVED

Of the six current projects, three report serving a state, two a city of over 100,000 people, and one a town of 10,000-50,000 people.

PRIMARY GRANTEE

Three universities, one parent organization, and one for-profit organization were awarded grants under this competition. One project did not respond to this category.

PROJECT PARTICIPANTS

Four of the six current projects reported in this area. A total of 240 individuals with disabilities will be receiving direct services over the entire funding period. The projects also were asked to estimate the total number of persons with disabilities who will benefit from services such as training. At the time of the survey, three projects indicated that possibly 405 persons will be impacted.

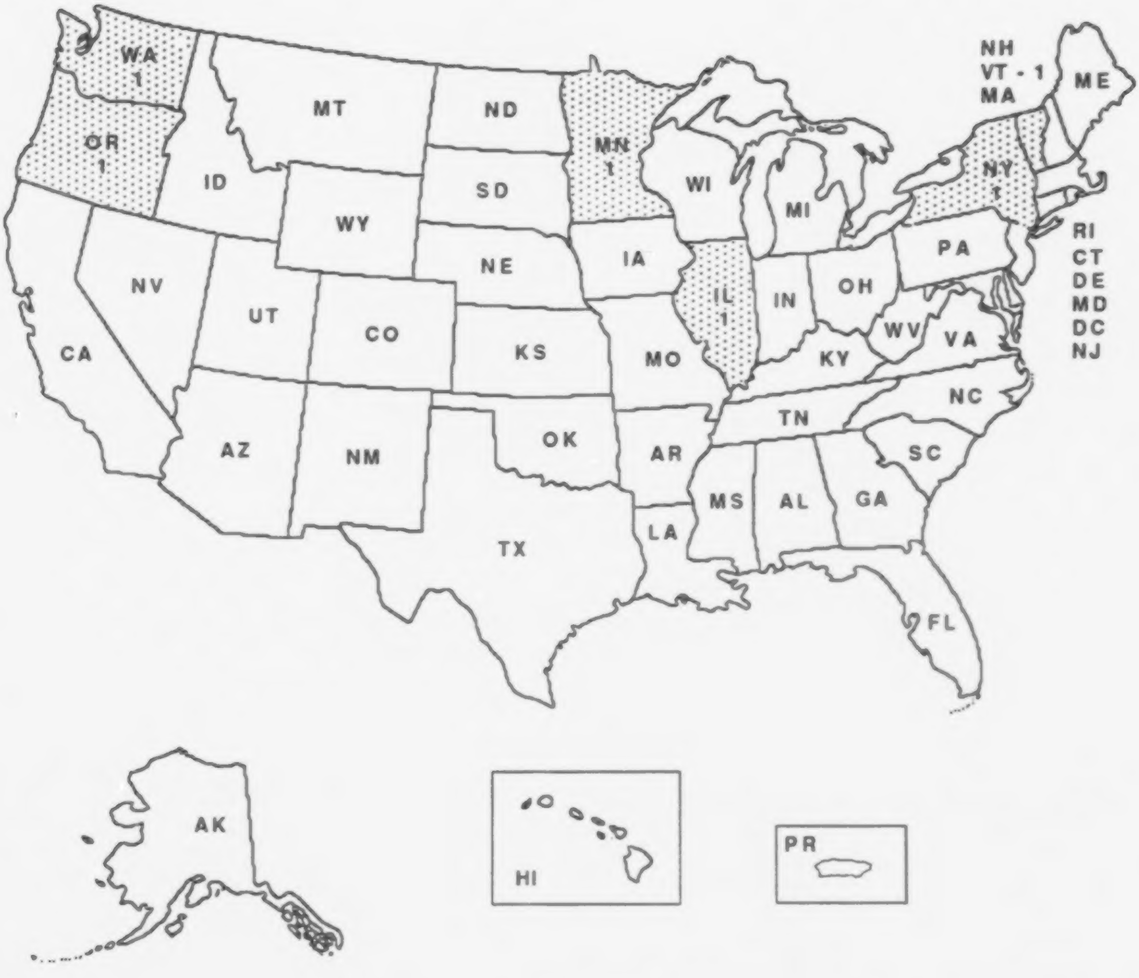
COOPERATING AGENCIES

All six projects indicate involvement with cooperating agencies or organizations. Five projects report cooperation with parent organizations, three are cooperating with public secondary schools. Two projects report cooperative efforts with local education agencies, university affiliated programs, Associations for Retarded Citizens, and state vocational rehabilitation agencies. One project reports cooperation with a state MH/DD agency, an area vocational center, JTPA, a community rehabilitation facility, a private non-profit agency, an Association for Learning Disabilities, a State education agency, and a community college.

Location of 84.158S Projects

Geographic Distribution of Current 84.158S Projects as of May 1991

(N = 6)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PROJECT TITLE:
Networking During the Transition Years

PROJECT DIRECTOR:
Marge Goldberg

PROJECT COORDINATOR:
Patricia Matuszak

CONTACT PERSON:
Patricia Matuszak

MAILING ADDRESS:
c/o PACER Center, Inc.
4826 Chicago Ave., South
Minneapolis, MN 44517-1055

TELEPHONE #: (612) 827-2966

SPECIAL NET USER ID #: MN PACER

INSTITUTE #: 229

COMPETITION #: 84.158S

PROJECT START DATE: 10/1/89
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
Non-Profit Parent Organization

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

To engage families in active planning for transition through effective family networking strategies and practices.

1. Networking groups in six communities—families with transition age son/daughter (with developmental disabilities, approximately 16-22 years old).
2. Community Forums—all individuals in a community concerned with an issue related to transition services—families, employers, etc.
3. Individual assistance for families who call PACER for assistance regarding their son/daughter of transition age (all disabilities and severity).

PROJECT FOCUS:

1. Implement three family networking groups (three communities).
2. Facilitate three community forums on specific transition topics.
3. Provide ongoing service to 25 individual families needing guidance regarding transition/networking.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 245

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 180

Handicapping Condition	No. Served	Age Range
Developmental disability	80	16-22
Emotional disorder	45	16-22
Hearing impairment	5	16-22
Learning disability	45	16-22
Traumatic brain injury	5	16-22

Professionals/parents receiving services (training) through project activities:

Parents - 220
Business/industry personnel - 40
Postsecondary faculty - 8
Agency personnel - 30
Teachers - 20
Adolescents/young adults with disabilities - 65

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Goal free

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Progress in educational program, Degree of integration, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:

Commercially Available Instruments Used by Projects: Inventory for Client and Agency Planning

Locally/Project Developed Instruments: Student/Young Adult Preference Questionnaire, Network Meeting Evaluation: Introduction, Network Meeting Evaluation: Future Planning, Network Meeting Evaluation: Program Plans, Network Meeting Evaluation: Employment, Family Network Project Interview, Intake Interview: Family Network Level II, Follow-up Interview: Family Network Level II, Transition Topics for Discussion

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Staff Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report

Audience: Consumers, OSERS, Transition Institute, State Transition Interagency Committee, PACER Board of Directors, Parent training groups and federal parent Training Technical Assistance Project (TAPP)

PROJECT PRODUCTS:

Products	**Date Available**
Newsletter	March 1990
Parent handbook	Fall 1991
Project developed instruments	Ongoing

PROJECT TITLE:
Family Transitions Planning and Support System

PROJECT DIRECTOR:
Philip Ferguson

PROJECT COORDINATOR:
Roz Slovic

CONTACT PERSON:
Philip Ferguson

MAILING ADDRESS:
Specialized Training Program
College of Education
University of Oregon
Eugene, OR 97403

TELEPHONE #: (503) 346-2463

INSTITUTE #: 230

COMPETITION #: 84.158S

PROJECT START DATE: 10/1/89
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The Family Transition Planning and Support System (Family TIPS) focuses on the development of a parent operated planning and support process to help other parents and family members identify and use informal support strategies to improve the transition opportunities and outcomes for their children and for themselves. While the focus is on the use of informal support strategies, Family TIPS does not neglect the continued importance of the formal service system.

PROJECT FOCUS:

1. Local groups of parents formed to receive information, materials, and training.
2. Parents determined formal and informal community resources.
3. Parents developed action plans of strategies to use these resources for their specific issues.
4. Parents tied into a network of families with similar issues.
5. Parents hosted and facilitated two roundtable or housing issues.
6. Parents (and project staff) developed Strategy Guide Resource Manual.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 150

Handicapping Condition	No. Served	Age Range
Multiple handicap	20	15-40

Professionals/parents receiving services (training) through project activities:
Parents - 150 Agency personnel - 15 Teachers - 5

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Free, Professional Review, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Satisfaction of significant others with student/client progress or status

Instrumentation:

Locally/Project Developed Instruments: Activity Report Form, Status and Satisfaction Form, Survey of Families

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience:

Type: Executive Summary

Audience: Consumers/Families, OSERS, Advisory Board

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	Currently available
Newsletter	Currently available
Parent handbook	Currently available
Training manual	Currently available
Project developed instruments	Currently available
Videotape	Currently available

PROJECT TITLE:
Parents as Transition Helpers (PATH)

PROJECT DIRECTOR:
David Katz, Ph.D.

PROJECT COORDINATOR:
Roslyn Fisher

CONTACT PERSON:
David Katz

MAILING ADDRESS:
Graduate School/University Center
City University of New York
North Campus Room 620
33 W. 42nd St.
New York, NY 10036

TELEPHONE #: (212) 642-2943

INSTITUTE #: 258

COMPETITION #: 84.158S

PROJECT START DATE: 6/1/90
PROJECT END DATE: 5/1/93

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The ultimate goal of this project is to increase the competencies of parents and handicapped youth in identifying, accessing and using formal and informal networks to secure services and supports that will maximize independent living. To achieve this goal, the following objectives have been established to achieve these outcomes: (a) to implement a parent as transition helper program that enables inner-city parents to develop a wide array of transition linkage competencies, augmenting and/or complementing those of the school's transition efforts, (b) to organize formal parent self-help networks at participating high school sites that focus on transitional concerns, (c) to establish a standing parent committee for handicapped youth as part of each school's parents' association, (d) to forge a strong working relationship among parent groups in schools, well established parent advocacy groups, and parent committees at non-profit agencies, and (e) to establish a model for training parents as transition linkage facilitators that can be used by schools and community groups and organizations as part of their own staff development.

PROJECT FOCUS:

1. A series of seminars in which special education staff, who are currently Transition Linkage Coordinators (TLCs), learn parent-education skills.
2. A series of parent workshops conducted by the TLCs in which parents receive "basic" training about all aspects of the transition process.
3. Direct participation of parents, in such activities as: meeting with a school's Transition Planning Team, securing information about recreational, residential, financial, employment or training concerns, providing informal at-home skills training with the handicapped student.
4. Parent "Self-Help" networking activity in which small groups of parents, having common concerns about their disabled children reach out to other parents. Throughout this phase of mutual aid and network development, parents will have available the guidance of a TLC and the assistance of a Self-Help specialist.

PROJECT PARTICIPANTS:

Professionals/parents receiving services (training) through project activities:

Parents - 400 Teachers - 42

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Free, Professional Review

Type of Date/Information Being Collected:

On Students/Clients: Student/client satisfaction with services/outcomes obtained

On Postsecondary Education: Amount of direct service to provider

Instrumentation:

Locally/Project Developed Instruments: PATH Leader Knowledge Inventory, End of Session Rating Form, PATH Leader Survey Activities, Parent Survey

Personnel Involved in Evaluation: Project Director, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report

Audience: Advisory Board

PROJECT TITLE:
Building a Family Networking Transition Project

PROJECT DIRECTOR:
Charlotte Des Jardins

PROJECT COORDINATOR:
Kathryn Moery

CONTACT PERSON:
Kathryn Moery

MAILING ADDRESS:
Coordinating Council for Handicapped Children
20 E. Jackson, Room #900
Chicago, IL 60604

TELEPHONE #: (312) 939-3513

INSTITUTE #: 259

COMPETITION #: 84.158S

PROJECT START DATE: 6/1/90
PROJECT END DATE: 5/31/93

PRIMARY GRANTEE:
N/A

GEOGRAPHICAL AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The BUILDING Project is a transition project of the Coordinating Council for Handicapped Children which serves 90 youth with disabilities and their families in the City of Chicago, with a special emphasis on minority populations. The Project provides individualized assistance in formulating an Individualized Family Transition Plan; individualized assistance in formulating future planning and long term goals; basic information, referral and linkage; support groups for youth in transition and adult family members; training and education activities for project participants in advocacy, accessing services, and future planning; and follow-along and case coordination.

PROJECT FOCUS:

1. Staff hiring and training.
2. Membership on local transition council.
3. Advisory capacity to ISBE/DORS in statewide transitioning planning services.
4. Outreach/publicity.
5. Recruitment of clients and families.
6. intake.
7. Initial steps in individualized family transition planning facilitated by Family Resource Workers teams.
8. Transition Committee (CCHC Board) and being formed.
9. Advisory Board being formed.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 300

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 29

Handicapping Condition	No. Served	Age Range
Autism	2	14-18
Behavioral disorders	1	14-18
Cerebral palsy	1	14-18
Hearing impairment	2	14-18
Learning disability	18	14-18
Mild mental retardation	3	14-18
Physical handicap	1	14-18
Visual impairment	1	14-18
Minority youth	28	14-18

Professionals/parents receiving services (training) through project activities:

Agency personnel - 2
Project personnel - 8
Undergraduate/graduate students - 1
Teachers - 25
Postsecondary faculty - 1
Prospective employees - 4

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Decision Making

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Family satisfaction scales

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers

Instrumentation:

Locally/Project Developed Instruments: Family Satisfaction Scale, Illinois Transition Planning Guide, Staff Progress Reports, Family Contact Log

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board, Third-Party Evaluator, Staff Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, ISBE/DORS, Chicago Public Schools, Transition Planning Council, Cooperating Agencies

PROJECT PRODUCTS:

Products	Date Available
Brochure	12/90
Parent handbook	in progress
Training manual	in progress
Project developed instruments	3/91 and ongoing
Replication manual	in progress
Photo album	6/91

PROJECT TITLE:
Enabling Futures Project: Utilizing Family and Community Networks

PROJECT DIRECTOR:
Susan Brody Hasazi, Ed.D.

PROJECT COORDINATOR:
Deborah Lisi and Katharine Allen

CONTACT PERSON:
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INSTITUTE #: 260

COMPETITION #: 84.158S

PROJECT START DATE: 6/1/90
PROJECT END DATE: 5/31/91

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The purpose of the project is to develop, implement, and evaluate a model for using family and community networks to assist family members and students with handicaps to plan for and achieve a successful transition from school to adult life. The project will serve 25 families directly over a 3-year period, and will have an indirect impact on approximately 150 other family members, 38 additional students, and a number of educators and adult service providers. Direct services will be provided to students and families through participation on "Enabling Futures Teams." These teams will use a futures planning approach to plan a future based on full school and community participation. Students on EFTs will also participate with students without disabilities in classes receiving instruction in a self-advocacy curriculum. Families associated with EFTs will receive individual assistance from a Parent Support Specialist, and will be encouraged to participate in statewide workshops and conferences promoting the Enabling Futures model and approach. Dissemination will also occur through a "trainer of trainers" model in Vermont, and presentations of the project at national conferences. A variety of evaluation measures will be used to determine consumer satisfaction with materials and planning process.

PROJECT FOCUS:

1. Identify and establish nine Enabling Futures Teams (EFTs) in two schools.
2. Develop, deliver, and evaluate a self-advocacy curriculum to integrated classes including the nine EFT members.
3. Develop parent support materials.
4. Provide 1:1 support for families on EFTs.
5. Evaluate project materials and approaches.
6. Present the project in at least five statewide conferences.
7. Monitor completion of project activities.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 60

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 25

Professionals/parents receiving services (training) through project activities:

Parents - 150	Agency personnel - 22
Teachers - 22	Project personnel - 6
Postsecondary faculty - 3	

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Decision Making, Professional Review, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Satisfaction with self-advocacy curriculum, Satisfaction with planning approach, Types of information requests to Parent Support Specialist

On Employers: Characteristics/demographics, Degree of collaboration between project and employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers

Instrumentation:

Locally/Project Developed Instruments: Curriculum Evaluation Rating Scale, Conference Evaluation Rating Scale, Family Support Materials Rating Scale, Intake Interview, Parent Needs Assessment Survey, Process Evaluation Questionnaire for EFT Process and Parent Support, Contact Log

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Journal articles, "Stories"

Audience: Consumers, Advisory Board, Association for Retarded Citizens

PROJECT PRODUCTS:

Products	Date Available
Brochure	9/91
Parent handbook	9/91
Training manual	9/91
Slide presentation	8/91
Videotape	8/91
Curricula	6/91
Journal articles	6/92

PROJECT TITLE:
Community Connections Project

PROJECT DIRECTOR:
Gina Gross

PROJECT COORDINATOR:
Gina Gross

CONTACT PERSON:
Gina Gross

MAILING ADDRESS:
Center for Community
P.O. Box 328
Vashon, WA 98070

TELEPHONE #: (206) 463-3666

INSTITUTE #: 276

COMPETITION #: 84.158S

PROJECT START DATE: 6/1/90
PROJECT END DATE: 6/1/93

PRIMARY GRANTEE:
For-Profit Agency

GEOGRAPHICAL AREA SERVED:
A town of 10,000 to 50,000 people

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

To create supports for students in their last year of high school (and two years follow-up), and support for family members. The project utilizes an individual/family centered planning process called Creating Strategies, developed by project staff. The supports may include formal and informal supports in any desired areas: employment, housing, social/recreational, school-based program supports, family counseling, etc. We are working with 15 students with diverse disabilities ranging from very significant disabilities and behavior disorders to students with only significant learning disabilities and emotional disturbance.

PROJECT FOCUS:

1. Inservice training to teachers and administrators.
2. Individual support to students and families.
3. Development of project activities, tools, and evaluation materials.
4. In-person training of teachers doing individualized planning.
5. Community development activities including community forums, follow-up coalition meetings, and student rights coalition meetings.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 100-300

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 15

Handicapping Condition	No. Served	Age Range
Behavior disorders	3	16-20
Chronic mental illness	2	16-20
Communications disorder	2	16-20
Emotional disorder	1	16-20
Learning disability	1	16-20
Mild mental retardation	1	16-20
Moderate mental retardation	1	16-20
Severe mental retardation	1	16-20

Profound mental retardation	1	16-20
Spinal cord injury	1	16-20
Dropouts	1	16-20

Professionals/parents receiving services (training) through project activities:

Parents - 50
Business/industry personnel - 20
Project personnel - 4
Agency personnel - 50
Teachers - 30

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Quality of life outcomes for students, Informal supports provided through circles of support

On Employers: Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities, Use of project activities and practices with students who are not involved in our project

Instrumentation:

Locally/Project Developed Instruments: Family Member Questionnaire, Team Member Supports Questionnaire, Current Situation: Student and Family Questionnaire, Satisfaction Questionnaire: Family Members, IEP, Individual Plan Forms (Gathering information, Individual Plan, and Team Meeting Record), Activities Catalog (Revised), Relationship Map, Choice and Satisfaction Questionnaire: Student, Student Friendships Flow Chart, Supports Document, What Sustains Relationships?, Connections Guide Log, Parent Network Activities Record, Accomplishment of Project Activities, Dissemination Record, Advisory Committee Record

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Individual Case Study Papers

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Division of Developmental Disabilities, Community Coalition, Schools

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	Currently available
Newsletter	Currently available
Project developed instruments	Not indicated
Journal articles	Not indicated
Replication manual	6/93

COMPETITION PROFILE: CFDA 84.158R

SECONDARY AND TRANSITION SERVICES FOLLOW-UP AND FOLLOW-ALONG PROJECTS

INITIAL COMPETITION: 4/15/88
SECOND COMPETITION: 3/10/89

PURPOSE OF COMPETITION

The purpose of this priority was to provide support to projects that (a) improve tracking systems for youths who complete or leave secondary programs; and (b) revise curriculum and/or program options based on continued analysis of outcome data.

The emphases were on a commitment to enhance existing procedures for a follow-up/follow-along system for all program completers and leavers and to revise existing program options to improve outcomes for youths with disabilities leaving secondary school. The projects are to track students' initial and continuing employment status with the outcome measurement performance standard being to prepare youths to live and work in the community. The second competition stressed collection of additional information about the availability of needed public services and informal supports during the follow-up/follow-along process.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education for the Handicapped Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state education agencies, local education agencies, and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $840,000 was expected to be available for up to seven projects in fiscal year 1988. In fiscal year 1989, approximately $1,000,000 was made available to support up to eight additional projects.

NUMBER OF GRANTS AWARDED

Seven grants were awarded under this competition in fiscal year 1988, with seven additional grants awarded in fiscal year 1989.

DURATION OF GRANTS

Project support was available for up to four years under this competition in 1988, subject to an annual review of progress and availability of funds. In 1989, however, projects were funded for only three years with the same qualifications. All 14 projects are due to expire in 1992.

SUMMARY OF 84.158R PROJECT PROFILES

SECONDARY AND TRANSITION SERVICES FOLLOW-UP AND FOLLOW-ALONG PROJECTS

GEOGRAPHIC AREA SERVED

Of the 14 current projects, eight indicate serving a statewide area, two a city of more than 100,000 people, and two a county. The remaining two projects report serving a region of a state and a region of the nation, respectively.

PRIMARY GRANTEE

Five universities and three state education agencies were awarded grants under this competition. Two local education agencies, one university-affiliated program, one private nonprofit agency, and two state agencies were also awarded grants.

PROJECT PARTICIPANTS

The projects indicated that approximately 64,023 persons will be impacted over the entire funding period. Of the target population for this competition, 45% are persons with learning disabilities; 17% have the handicapping conditions of moderate mental retardation and mild mental retardation; and 15% are dropouts and persons with emotional disorders. The remainder of the target population have the following disability: autism, behavior disorders, cerebral palsy, chronic mental illness, communication disorders, deafness, developmental disabilities, epilepsy, health impairments, hearing impairments, severe mental retardation, and multiple handicaps. Other disabilities were mentioned.

All projects indicate the provision of related service components, specifically, training and service to 496 teachers, 312 agency personnel, 148 parents, 48 members of the business community, 72 project personnel, 41 students, and 22 postsecondary faculty.

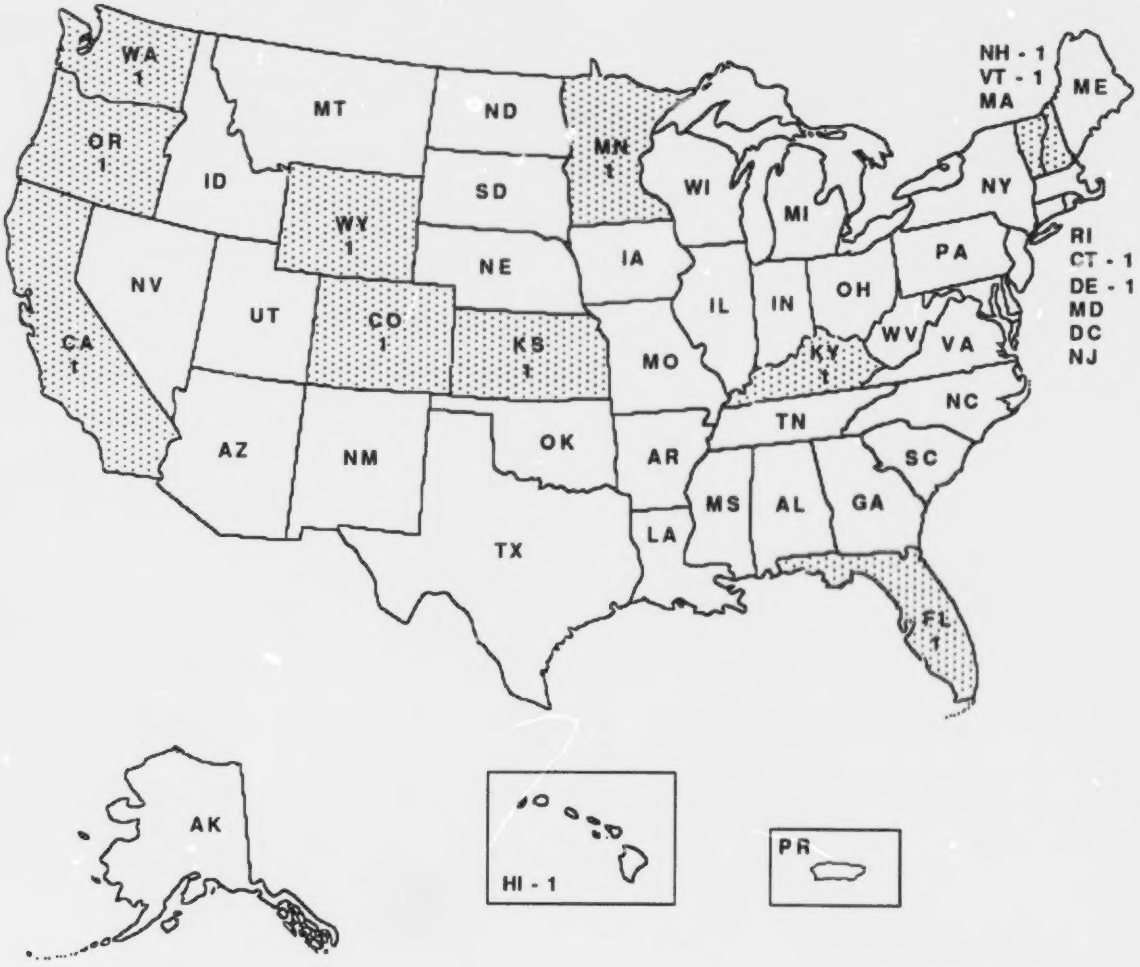
COOPERATING AGENCIES

Thirteen out of the 14 projects report involvement with cooperating agencies or organizations. Ten projects report cooperative efforts with state MH/DD agencies and public secondary schools, followed by nine projects reporting cooperative links with local educational agencies and state vocational rehabilitation agencies. Eight projects are cooperating with state educational agencies, seven are working with parent organizations. Four projects indicate cooperation with area vocational centers, community rehabilitation facilities, for-profit agencies, Associations for Retarded Citizens, universities and state councils for DD Services. Three projects are cooperating with private secondary schools, community colleges, local governments, JTPAs, residential facilities, nonprofit agencies, and Associations for Learning Disabilities. Two projects indicate collaborative arrangements with university-affiliated programs, while five projects indicate working with other groups.

Location of 84.158R Projects

Geographic Distribution of Current 84.158R Projects as of May 1991

(N = 14)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WV
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NY
FL 1
NH - 1
VT - 1
MA
ME
RI
CT - 1
DE - 1
MD
DC
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AK
HI - 1
PR

PROJECT TITLE:
Using a Tracking System to Impact Instruction Programs for Handicapped Youths

PROJECT DIRECTOR:
Elinor Elfner

PROJECT COORDINATOR:
Sara Pankaskie

CONTACT PERSON:
Sara Pankaskie

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TELEPHONE #: (904) 488-1106

SPECIAL NET USER ID #: BEESPD

INSTITUTE #: 203

COMPETITION #: 84.158R

PROJECT START DATE: 9/1/88
PROJECT END DATE: 8/31/92

PRIMARY GRANTEE:
State Education Agency

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The purpose of this project is to provide an interactive model for systems' change based on analysis of outcome data. The principal objectives are to improve and expand the tracking system for handicapped youth who complete or leave a public school program and to revise instructional and service delivery options for handicapped students based on continued analysis of follow-up outcome data.

PROJECT FOCUS:

1. Revise data collection forms and procedures based on feedback from 1990 interviews.
2. Collect and analyze school experience and relate to outcomes.
3. Field test state level computerized file matching process.
4. Collect third round of follow-up data through interviews.
5. Implement developed action plans to remove institutional and attitudinal barriers.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 2,000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 300

Handicapping Condition	No. Served	Age Range
Emotional disorder	20	12-17
Hearing impairment	6	12-17
Learning disability	180	12-17
Mild mental retardation	40	12-17
Moderate mental retardation	25	12-17
Severe mental retardation	6	12-17
Profound mental retardation	4	12-17
Physical handicap	10	12-17
Visual impairment	6	12-17

Professionals/parents receiving services (training) through project activities:

Parents - 2
Business/industry personnel - 4
Project personnel - 10
Agency personnel - 12
Teachers - 20
LEA administrators - 4

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Decision Making

Type of Date/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Educational background, Prior work experience, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Postsecondary outcome, Autonomy (choice making options), Marital status, Reasons for staying in/dropping out of school

Instrumentation:

Locally/Project Developed Instruments: Student and Parent Interview Forms, Evaluation of Interview Forms, Student/Parent Contact Log, Log of Student (Subject) Sample and Replacement

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, LEA (School Board)

PROJECT PRODUCTS:

Products	**Date Available**
Training manual	3/91
Project developed instruments	Currently available
Videotape	8/91
Journal articles	8/91
Replication manual	8/92
Data reports	90, 91, 92

PROJECT TITLE:
Transition Services for Handicapped Youth

PROJECT DIRECTOR:
Shelley Cohen, Ed.D.

PROJECT COORDINATOR:
Harry Funk, Ph.D.

CONTACT PERSON:
Harry Funk, Ph.D.

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Louisville, KY 40218

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SPECIAL NET USER ID #: JCPS/ECE-13

INSTITUTE #: 204

COMPETITION #: 84.158R

PROJECT START DATE: 10/1/88
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
Local Education Agency

GEOGRAPHICAL AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The general goal of this project is to survey former and current handicapped students of the Jefferson County Public Schools across all exceptionalities. During each year of the project, the results will be analyzed and shared in an ongoing process with a parent/community advisory committee and with the school district's program development staff in special, regular, vocational, adult, and compensatory education. The impact of this process will be to effect curriculum improvements at all age/grade levels resulting in greater numbers of project participants achieving employment and independent living.

PROJECT FOCUS:

1. Conduct survey with approximately 3,000 former and current handicapped JCPS students.
2. Analyze and share results with appropriate JCPS staff and community organizations/service providers.
3. Develop new curricula/programs/services based upon research results;
4. Incorporate research findings and programmatic changes into student assessments and the IEP process.
5. Share project results with the professional community through appropriate media and/or forums.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 17,340

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 4,335

Handicapping Condition	**No. Served**	**Age Range**
Autism	487	12-27
Communications disorder	142	12-27
Hearing impairment	97	12-27
Learning disability	4,416	12-27
Mild mental retardation	1,841	12-27
Moderate mental retardation	560	12-27
Multiple handicap	179	12-27
Physical handicap	100	12-27
Visual impairment	29	12-27
Dropouts (all categories)	2,686	12-27

Professionals/parents receiving services (training) through project activities:

Project personnel - 4

Orientation to district special education staff and staffs of cooperating agencies - 200

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Decision Making, Professional Review

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Demographics, Educational background, Progress in educational program, Prior work experience, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained

On Postsecondary Education: Characteristics/demographics

Instrumentation:

Locally/Project Developed Instruments: Project subjects will rate services received and satisfaction with current services, Parents will complete survey when their child cannot be contacted or is unable to respond to questions, Questionnaires to elicit follow-along and follow-up data on current/former handicapped students of the school

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Kentucky State Department of Education, OVR, State Employment Agency, Cabinet for Human Services, JCPS Board of Education, Kentucky School Boards, Colleges/universities, Postsecondary Training Programs, Advocacy Groups, City/County Government

PROJECT PRODUCTS:

Products	**Date Available**
Project developed instruments	9/30/92
Journal articles	9/30/92
Replication manual	9/30/92

PROJECT TITLE:
Following the Lives of Young Adults with Disabilities in New Hampshire

PROJECT DIRECTOR:
Jan Nisbet

PROJECT COORDINATOR:
Stephen Lichtenstein

CONTACT PERSON:
Stephen Lichtenstein

MAILING ADDRESS:
University of New Hampshire
4 Hood House
Durham, NH 03824

TELEPHONE #: (603) 862-4190

INSTITUTE #: 205

COMPETITION #: 84.158R

PROJECT START DATE: 9/1/88
PROJECT END DATE: 8/31/92

PRIMARY GRANTEE:
University Affiliated Program

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The overall goal of this research study is to improve the tracking system for young adults with disabilities who complete or leave high school special programs. Approximately 300 young adults will be surveyed and interviewed over a four year period of time. The research will be conducted using both quantitative and qualitative methods. Research content will focus on opportunities for employment and/or postsecondary education and training, participation in leisure/recreation activities, level of independence, utilization of community services, and integration factors.

PROJECT FOCUS:

1. Continue with post-school follow-up data on student sample.
2. Gain consent forms from parents and students of the class of 1991.
3. Begin process of compiling first and second year data.
4. Begin data collection on intervention sites.
5. Share findings with local high schools participating in the study.
6. Disseminate findings statewide and nationally.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 350

Handicapping Condition	No. Served	Age Range
Autism	2	18-21
Cerebral palsy	5	18-21
Communications disorder	5	18-21
Developmental disability	85	18-21
Emotional disorder	25	18-21
Epilepsy	4	18-21
Health impairment	8	18-21
Hearing impairment	10	18-21
Learning disability	150	18-21

Mild mental retardation	9	18-21
Moderate mental retardation	8	18-21
Physical handicap	5	18-21
Speech impairment	10	18-21
Visual impairment	4	18-21
Dropouts	20	18-21

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Formal Evaluation - Goal Based

Type of Date/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Project impact on providers

Instrumentation:

Locally/Project Developed Instruments: Follow-up, Instrumentation

Personnel Involved in Evaluation: Project Director, Project Coordinator, Advisory Board

Type of Evaluation Reporting and Audience:

Type: Executive Summary

Audience: OSERS, Transition Institute, Advisory Board

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	1/30/90
Newsletter	Ongoing
Project developed instruments	12/31/89
Journal articles	Ongoing

PROJECT TITLE:
Improving Transition Services Through the Use of Longitudinal Outcome Data

PROJECT DIRECTOR:
Robert A. Stodden, Ph.D.

PROJECT COORDINATOR:
Ronald K. James, Ph.D.

CONTACT PERSON:
Ronald K. James

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Hawaii University Affiliated Program
University of Hawaii at Manoa
1776 University Ave., Wist 211
Honolulu, HI 96822

TELEPHONE #: (808) 956-5712

INSTITUTE #: 206

COMPETITION #: 84.158R

PROJECT START DATE: 10/1/88
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of the project is to improve transition outcomes for youth with disabilities through interagency use of longitudinal data to plan transition service interventions. The stated goals of the project are: (a) develop a Theoretical Transition Model that specifies significant variables and data domains as well as predict assumed relationships among individual, program and outcome variables, (b) implement the longitudinal tracking and data collection process, (c) develop interagency processes for applying outcome data and observed relationship among data domains in order to improve transition services, (d) validate the Theoretical Transition Model, and (e) institutionalize, replicate, and disseminate project innovations.

PROJECT FOCUS:

1. Continue implementation of the longitudinal tracking and data collection process.
2. Continue analysis and dissemination of longitudinal transition and transition outcome data.
3. Apply results of data analyses to planning service improvements in transition services, using interagency processes; evaluate processes.
4. Continue evaluation of reliability and validity of measurements used.
5. Validate components of the Theoretical Model.
6. Continue support of the project's replication site.
7. Explore alternatives for continuation of the tracking and intervention processes beyond the term of this project.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 6,300

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 1,000

Handicapping Condition	No. Served	Age Range
Autism	4	15-21
Cerebral palsy	36	15-21
Communications disorder	12	15-21
Deaf/blind	4	15-21
Emotional disorder	144	15-21
Health impairment	16	15-21
Hearing impairment	40	15-21
Learning disability	456	15-21
Mild mental retardation	128	15-21
Moderate mental retardation	68	15-21
Severe mental retardation	44	15-23
Profound mental retardation	28	15-23
Multiple handicap	12	15-23
Visual impairment	8	15-21

Professionals/parents receiving services (training) through project activities:

Parents - 70
Business/industry personnel - 25
Project personnel - 3
Undergraduate/graduate students - 30
Agency personnel - 100
Teachers - 90
Postsecondary faculty - 5

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers

On Postsecondary Education: Characteristics/demographics

Instrumentation:

Locally/Project Developed Instruments: Survey instruments to assess family variables and outcome variables in each of the Community Adjustment sub-domains

Personnel Involved in Evaluation: Project Director, Project Coordinator, Advisory Board, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report

Audience: OSERS, Transition Institute, Interagency Transition Planning Committee

PROJECT PRODUCTS:

Products	Date Available
Brochure	1/89
Training manual	2/90
Project developed instruments	3/90
Journal articles	Ongoing
Replication manual	1/91
dbase IV relational database system for data collection and analysis	3/91

PROJECT TITLE:
Post-School Indicators for Program Improvement Project

PROJECT DIRECTOR:
Susan Brody Hasazi

PROJECT COORDINATOR:
Lia Cravedi-Cheng

CONTACT PERSON:
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MAILING ADDRESS:
Department of Special Education
University of Vermont
405A Waterman Bldg.
Burlington, VT 05405

TELEPHONE #: (802) 656-2936

INSTITUTE #: 207

COMPETITION #: 84.158R

PROJECT START DATE: 9/1/88
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The purpose of the Vermont Post-School Indicators for Program Improvement Project is to 1) develop, implement and evaluate, replicate and disseminate a statewide follow-up/follow-along system for monitoring the post-school employment, education, living arrangements, friendships and decision-making of former special education students; and 2) develop a state-supported technical assistance system to assist school districts in utilizing follow-up/follow-along data for the purposes of program improvement.

The follow-up data will be used to target specific program modifications which are aimed at increasing employment levels, postsecondary education opportunities, friendships and decision-making skills. Technical assistance will be provided by project personnel and Department of Education staff. Once fully refined, the proposed follow-up/follow-along system will be incorporated into the state's comprehensive evaluation system which ensure the continuation of this follow-up effort beyond the four-year grant period.

The project represents a major collaborative effort between the Dept. of Education, the University of Vermont, local school districts and four state agencies. All of which want to see increased opportunities for students with handicaps to be gainfully employed, form lasting friendships, pursue further education and possess decision-making skills.

PROJECT FOCUS:

Seven new schools were added to the project. Training/retraining occurred to provide project participants with information regarding data collection. Technical assistance is being provided to those school districts as they collect data on students have exited school between September 1989 and August 1990.

Schools which participated in the second year of the project were provided with technical assistance around data collection, but also with technical assistance in the form of regional and/or local workshops and inservices and/or on-site school-specific support targeting those aspects of their secondary school programs which they identified as important.

Professionals/parents receiving services (training) through project activities:

Parents - 25
Teachers - 250
Agency personnel - 100

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based

Type of Date/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Progress in educational program, Prior work experience, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:

Locally/Project Developed Instruments: Vermont's Post-School Indicators Questionnaire

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report

Audience: Consumers, OSERS, Transition Institute, Vocational Rehabilitation, Education, Mental Health, Job Service

PROJECT PRODUCTS:

Products	Date Available
Training manual	1/90
Project developed instruments	1/90
Journal articles	N/A
Replication manual	N/A
Dissemination manual	N/A
Informational poster	N/A

PROJECT TITLE:
A Polymorphic Tracking and Intervention Model for Students who Drop Out or are at Risk of Dropping Out of Special Education Programs in Suburban Washington State

PROJECT DIRECTOR:
Phyllis Levine

PROJECT COORDINATOR:
Angela Hill

CONTACT PERSON:
Phyllis Levine

MAILING ADDRESS:
University of Washington
CDMRC EEU, WJ-10
Seattle, WA 98195

TELEPHONE #: (206) 543-4011

INSTITUTE #: 208

COMPETITION #: 84.158R

PROJECT START DATE: 7/88
PROJECT END DATE: 6/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A city of 50,000 to 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

To develop and implement strategies for solving the dropout problem of disabled students in suburban settings. First, to develop and implement a follow-along system capable of flagging at-risk students early enough that appropriate interventions can prevent their dropping out. Second, to test four models of intervention programs and determine which of those are feasible in suburban districts.

PROJECT FOCUS:

1. Continue to collect data on new grade 8-12 special education students and determine school status of all students in study.
2. Conduct interviews with dropouts and incoming 8-12 graders.
3. Refer students who are identified as at-risk or who have dropped out to the case managers.
4. Conduct follow-up interviews with dropouts.
5. Conduct interviews with the parents of 1988-1990 graduates.
6. Present current findings to principals and teachers in the two participating districts.
7. Continue to implement appropriate interventions, including in-school pro-social groups, mentor programs, and management by case.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 1,806

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 200

Handicapping Condition	**No. Served**	**Age Range**
Behavior disorders	200	
Communications disorder	20	
Health impairment	140	
Hearing impairment	15	
Learning disability	1,200	
Mild mental retardation	130	
Moderate mental retardation	45	
Severe mental retardation	8	
Multiple handicap	26	
Physical handicap	20	
Visual impairment	2	

Professionals/parents receiving services (training) through project activities:

Agency personnel - 4
Project personnel - 14
Principals - 16
Teachers - 20
Undergraduate/graduate students - 6

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based

Type of Date/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:

Locally/Project Developed Instruments: Parent, Student, Dropout, and Graduate Questionnaires, Case Manger Log

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Principal Investigator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers/Parents, OSERS, Transition Institute, School Districts

PROJECT PRODUCTS:

Products	**Date Available**
Project developed instruments	Currently available
Journal articles	Not indicated
Replication manual	Not indicated
Data reports	Ongoing

PROJECT TITLE:
Secondary Follow-Along/Follow-Up System

PROJECT DIRECTOR:
Dr. Richard Weatherman & David R. Johnson

PROJECT COORDINATOR:
Sandra J. Thompson, M.A.

CONTACT PERSON:
Sandra J. Thompson

MAILING ADDRESS:
Institute on Community Integration
Room 6 Pattee Hall
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Minneapolis, MN 55455

TELEPHONE #: (612) 624-4848

SPECIAL NET USER ID #: MN.UAP

INSTITUTE #: 209

COMPETITION #: 84.158R

PROJECT START DATE: 10/1/88
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
University Affiliated Program

GEOGRAPHICAL AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

This project seeks to design, demonstrate, and test a comprehensive follow-along/follow-up tracking system and to use information gained to develop systematic improvements in the provision of transition services and interagency planning district-wide. The goals of the demonstration project are: (a) establish a follow-along/follow-up tracking system that reports on the post-school outcomes of special education graduates and on former students who failed to successfully complete their programs (dropouts); (b) use information gained from the tracking service to recommend and make programmatic improvements in all areas of assessment, curriculum, and program planning for transition; (c) use standardized measures of student academic, social, vocational, and adaptive behavior to produce a reliable and valid means of anticipating and reporting on the post-school service needs of special education students; (d) design procedures to effectively analyze student characteristics and attributes, environmental conditions, and programmatic factors that enhance or inhibit the successful transitions from school to employment and community living options, (e) develop systematic interagency strategies in the improvement of transition services; and (f) extensively evaluate, report, and disseminate the results of this project to a wide audience of professionals.

PROJECT FOCUS:

1. Complete prospective data collection.
2. Analyze prospective and retrospective data sets.
3. Design data base reporting formats.
4. Use data in designing and improving student service plans.
5. Use data to improve and increase effectiveness of current curricula, school services, and policies.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 500

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 250

Handicapping Condition	**No. Served**	**Age Range**
Behavioral disorders	30	14-25
Learning disability	150	14-25
Mild mental retardation	105	14-25
Moderate mental retardation	100	14-25
Severe mental retardation	45	14-25
Profound mental retardation	5	14-25
Multiple handicap	10	14-25
Dropouts	55	14-25

Professionals/parents receiving services (training) through project activities:

Parents - 5
Teachers - 30
Agency personnel - 15
Project personnel - 3

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based

Type of Date/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Characteristics/demographics

Instrumentation:

Commercially Available Instruments Used by Projects: ICAP, SIB, Bruininks-Ostereski Motor Skills Test, Woodcock-Johnson Revised

Locally/Project Developed Instruments: Follow-up Survey of Former Students, High School Record Review Form

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Minnesota Department of Education

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	Currently available
Project developed instruments	Currently available
Journal articles	9/91-10/92
Replication manual	9/92

PROJECT TITLE:
A State of California Interagency Transition Follow-up/Follow-along Program Effectiveness Model

PROJECT DIRECTOR:
John Haynes

PROJECT COORDINATOR:
Cynthia McMath

CONTACT PERSON:
John Haynes

MAILING ADDRESS:
Mendocino County Office of Education/SELPA
2240 East Side Road
Ukiah, CA 95482

TELEPHONE #: (707) 463-4891/4865

SPECIAL NET USER ID #: CA.SELMENDO

INSTITUTE #: 221

COMPETITION #: 84.158R

PROJECT START DATE: 7/1/89
PROJECT END DATE: 6/30/92

PRIMARY GRANTEE:
Local Education Agency

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

This interagency, cooperative, follow-up/follow-along program effectiveness project will address the data collection, management and service delivery needs of the educators and agency service providers of transition services in the state of California. Project activities include to operationalize a cooperative model (a) for a statewide follow-up system for all youth with handicaps that leave school; (b) that will utilize follow-up data to demonstrate program effectiveness and need; and (c) that will provide for revision of existing program options in order to improve student outcomes. The target population will be a representative sample of special education school leavers in LEA's in the state of California; in addition, a control sample of regular education school leavers will be included in the study.

PROJECT FOCUS:

1. Expanded implementation of the cooperative follow-up model to over 30 project field sites covering over 45 LEAs across the state of California.
2. Completing a data run and analysis on the projects pilot year.
3. Revising instruments, strategies, techniques, and procedures based upon local school and agency advisor input.
4. Collecting student program (baseline), parent and follow-up data for this year's special education and regular education control sample.
5. Packaging products and developing district, state, and federal reports on follow-up.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 5,000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 2,500

Handicapping Condition

Follow-up, follow-along studies will be conducted on handicapped youth of all exceptionalities, matched to statewide services of various exceptionalities. In addition, a control sample of regular education students will be included in the study. Age range of participants is 14-25.

Professionals/parents receiving services (training) through project activities:

Parents - 10	Agency personnel - 10
Teachers - 60	District administrators - 45

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Decision Making, Professional Review

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities

Instrumentation:

Locally/Project Developed Instruments: Student Program Data Survey, Parents Survey, Student Follow-up Survey

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, SDE, Rehabilitation JTPA, DD Councils, Project Interagency Advisory Board, Parent Advocacy Groups

PROJECT PRODUCTS:

Products	Date Available
Brochure	5/91
Training manual	11/91
Project developed instruments	9/91
Journal articles	Ongoing
Replication manual	9/91

PROJECT TITLE:
Improving Local Outcomes Through the Colorado Student Tracking System

PROJECT DIRECTOR:
Don St. Louis

PROJECT COORDINATOR:
Deborah Skovron

CONTACT PERSON:
Deborah Skovron

MAILING ADDRESS:
Rocky Mtn. Resource Training Institute
6355 Ward Road, #310
Arvada, CO 80004

TELEPHONE #: (303) 420-2942

INSTITUTE #: 222

COMPETITION #: 84.158R

PROJECT START DATE: 10/89
PROJECT END DATE: 10/92

PRIMARY GRANTEE:
State Health Agency

GEOGRAPHICAL AREA SERVED:
3 Pilot sites (1 town of 5,000 to 10,000 people and 2 towns of 10,000 to 50,000 people)

PUBLIC TRANSPORTATION: 2 sites - Yes
1 site - No

PROJECT PURPOSE:

Develop a data-based tracking system to follow-up graduates and leavers from three pilot sites utilizing transition planning process. Based on analysis of data (follow-up and record review), develop and implement recommendations for program improvement at the three pilot sites. Target population: All youth participating in special education at the high school level at three pilot sites.

PROJECT FOCUS:

1. Administer exit interview to 1990 graduates and leavers, 1991 graduates and leavers from special education program at three pilot sites.
2. Collect in-school data via record review on same.
3. Administer exit interview to 1991 general education graduates from 3 pilot sites.
4. Administer exit interview to 1991 graduates from 3 matched schools.
5. Collect in-school data on same.
6. Collect one year follow-up data on 1990 graduates from 3 pilot sites.
7. Convene program revision committees to interpret analyzed data and make recommendations for program improvement.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 3,000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 1,000

Handicapping Condition	No. Served	Age Range
Autism	6	15-19
Behavioral disorders	400	15-23
Cerebral palsy	65	15-23
Chronic mental illness	175	15-23
Communications disorder	450	15-23
Emotional disorder	400	15-23

Epilepsy	75	15-23
Health impairment	350	15-23
Hearing impairment	200	15-23
Learning disability	800	15-23
Mild mental retardation	350	15-23
Moderate mental retardation	350	15-23
Severe mental retardation	190	15-23
Profound mental retardation	35	15-23
Physical handicap	125	15-23
Spinal cord injury	10	15-23
Traumatic brain injury	10	15-23
Visual impairment	95	15-23
Dropouts	90	15-23

Professionals/parents receiving services (training) through project activities:

Parents - 7
Business/industry personnel - 4
Project personnel - 5
Undergraduate/graduate students - 5
Postsecondary faculty - 7
Agency personnel - 30
Teachers - 7
State agency directors, middle managers, school district administrators - 15

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Goal Free, Decision Making, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Health education and contact with health system

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider

Instrumentation:

Locally/Project Developed Instruments: Exit Survey, Record Review Form

Personnel Involved in Evaluation: Project Director, Project Coordinator, Advisory Board

Type of Evaluation Reporting and Audience:

Type: Executive Summary, Brochure/Pamphlet, Periodic News Releases

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Rehab/Sp Ed/Com Col/DD Agencies, JTPA/Mental Health Agencies, Board of Directors for Institute

PROJECT PRODUCTS:

Products	**Date Available**
Newsletter	3/91
Training manual	4/91
Project developed instruments	3/91
Replication manual	4/92

PROJECT TITLE:
Design of a Secondary Transition Follow-up/Follow-Along Tracking System

PROJECT DIRECTOR:
John Quinn

PROJECT COORDINATOR:
Wendy Gates

CONTACT PERSON:
John Quinn

MAILING ADDRESS:
The Easter Seal Society of Connecticut
P.O. Box 100
Jones Road
Hebron, CT 06248

TELEPHONE #: (203) 228-9438

INSTITUTE #: 223

COMPETITION #: 84.158R

PROJECT START DATE: 7/1/89
PROJECT END DATE: 6/30/92

PRIMARY GRANTEE:
Easter Seal Society Voluntary Agency

GEOGRAPHICAL AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
The purpose of our project is to develop systematic improvements in the provision of transition services and interagency planning for secondary special education students in an effort to effect successful transition. The target population for our project are secondary special education students in the Bridgeport Public School System.

PROJECT FOCUS:
1. Implementation of a Follow-Up Teacher Survey focusing on reasons special education students may or may not exit school early.
2. Implementation of a Parent Survey focusing on reasons for special education students whether completing their program or dropping out.
3. Development of model based on retrospective and prospective group survey information.
4. Development of data base model.
5. Hold workshop with teachers and related staff regarding status of project.
6. Begin development of manual for dissemination workshops.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 1,000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 100

PROJECT EVALUATION PLAN:
Evaluation Approach(es): System Analysis, Professional Review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Project impact on employers

On Postsecondary Education: Characteristics/demographics, Amount of direct service to provider

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS-R, WISC-R, Bennett, Peabody, Battery, Becker, Bender Gestalt

Locally/Project Developed Instruments: Teacher Survey and Parent Survey, Prospective and Retrospective Surveys

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Brochure/Pamphlet

Audience: Consumers, OSERS, Advisory Board, DMR, DRS, Connecticut University Affiliated Program, Connecticut State Advisory Council, Connecticut State Department of Education

PROJECT PRODUCTS:

Products	Date Available
Brochure	6/1/92
Parent handbook	6/1/92
Training manual	6/1/92
Project developed instruments	6/1/92
Curricula	6/1/92
Journal articles	6/1/92
Replication manual	6/1/92

PROJECT TITLE:
Secondary and Transition Services
Follow-up, Follow Along

PROJECT DIRECTOR:
Martha A. Brooks, Ed.D.

PROJECT COORDINATOR:
Kathy Klees Hanebutt

CONTACT PERSON:
Martha A. Brooks, Ed.D.

MAILING ADDRESS:
Department of Public Instruction
Exceptional Children/Special Programs Div.
P.O. Box 1402
Dover, DE 19903

TELEPHONE #: (302) 739-4667

SPECIAL NET USER ID #: DE,SE

INSTITUTE #: 224

COMPETITION #: 84.158R

PROJECT START DATE: 9/1/89
PROJECT END DATE: 8/31/92

PRIMARY GRANTEE:
State Education Agency

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of the project is to develop a comprehensive follow along tracking system for youth with disabilities in Delaware. This statewide system begins by age 14 with transition plan information; collects exit information at the time students leave the school system; and continues to track them for three years as they move into the adult community. The management system covers all handicapped categories and levels of severity of disability. The four objectives of the project are: 1) develop and implement a comprehensive computerized data management system for tracking and monitoring the progress of identified special education students from the age of 14 through a minimum of three years after they exit the school system; 2) conduct follow-up surveys of special education school leavers at one and three year intervals; 3) develop and implement a follow-up tracking system for identified special education students who drop out of school prior to receiving a high school diploma, a certificate of performance or the mandatory age of 21; and 4) develop and implement standards for secondary programs serving youth with disabilities.

PROJECT FOCUS:

1. Refinement of data collection formats and the computerized tracking program.
2. Collection of: Exit Information 1991; Transition Plan Information - 9th grade; and Follow Up Survey - Class of 1990.
3. Refine computerized collection system that collect information on the status of special education students after they leave school.
4. Further clarification and refinement of the drop out information.
5. Approval of standards for secondary special education programs.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by services over entire funding period: 4,022

Handicapping Condition	No. Served	Age Range
Autism	60	14-21
Behavioral disorders	537	14-21
Deaf/blind	10	14-21
Hearing impairment	74	14-21
Learning disability	2,376	14-21
Mild mental retardation	227	14-21
Moderate mental retardation	140	14-21
Severe mental retardation	85	14-21
Physical handicap	74	14-21
Intensive Learning Center students	438	14-21

Professionals/parents receiving services (training) through project activities:
Teachers - 19

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Decision Making

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Characteristics/demographics, Provider satisfaction with project activities

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Department of Public Instruction, Division of Vocational Rehabilitation, Division of Mental Retardation, Division of Alcohol, Drug Abuse, and Mental Health, State Board of Education

PROJECT PRODUCTS:

Products	Date Available
Training manual	91/92
Data collection procedures and protocols for the Follow Along Tracking System	91/92

PROJECT TITLE:
Kansas Interagency Follow-Along System for Improving the Quality and Coordination of Transition Services for Youth with Handicaps

PROJECT DIRECTOR:
Betty Weithers

PROJECT COORDINATOR:
Dr. Michael R. Penrod

CONTACT PERSON:
Dr. Michael R. Penrod

MAILING ADDRESS:
Kansas State Board of Education
Special Education Outcomes Team
120 E. 10th St.
Topeka, KS 66612-1103

TELEPHONE #: (913) 296-2515

SPECIAL NET USER ID #: Kansasse

INSTITUTE #: 225

COMPETITION #: 84.158R

PROJECT START DATE: 10/1/89
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
State Educational Agency

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The goal is to improve the quality and coordination of secondary transition services in Kansas. The project has three major themes: 1) develop and implement a system for tracking school leavers across state agency data systems; 2) develop and implement a system of statewide transition councils to coordinate the delivery of servicers and to foster interagency cooperation and collaboration; and 3) develop a student follow-along system that can be used by local education agencies.

PROJECT FOCUS:

1. Finalize interagency cooperative agreements on data sharing.
2. Refine data tracking process at state level.
3. Field test follow-along data collection system.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 22,000

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Goal Free, Decisions Making, Professional Review, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Employer satisfaction

On Employers: Degree of collaboration between project and employers

Instrumentation:

Locally/Project Developed Instruments: Student in School Survey, Employer Survey, Former Student Survey, Follow-Along Survey

Personnel Involved in Evaluation: Project Director, Project Coordinator, Advisory Board, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Executive Summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Department of Education, VR Agency, Human Resources

PROJECT PRODUCTS:

Products	Date Available
Training manual	6/91
Project developed instruments	6/91
Journal articles	91/92
Replication manual	8/92

PROJECT TITLE:
Using a Follow-Along System to Influence Statewide Systems Changes

PROJECT DIRECTOR:
Dr. Michael R. Benz

PROJECT COORDINATOR:
Dr. Cindy Herr

CONTACT PERSON:
Dr. Michael Benz

MAILING ADDRESS:
Secondary Special Education
University of Oregon
175 Education
Eugene, OR 97403

TELEPHONE #: (503) 346-3585

INSTITUTE #: 226

COMPETITION #: 84.158R

PROJECT START DATE: 9/1/89
PROJECT END DATE: 8/31/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A region of the nation

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The overall purposes of this project are to develop and validate a comprehensive follow-along strategy, and develop and evaluate a management information system that will allow this follow-along information to be used at both state and local levels to improve secondary special programs and transition services. This project will be implemented statewide in Nevada, in close collaboration with the Nevada Department of Education and local "transition teams" in each of Nevada's 17 county school districts. The sample (n=125) of school leavers with disabilities will include both school completers and dropouts. All disability groups will be included in the sample. A comparison group (n=125) of school leavers without disabilities will also be included in the project to provide a framework for interpreting the findings for the students with disabilities. The follow-along and intervention data obtained in Nevada will be combined with a comparable data set currently being obtained in Oregon, allowing the identification of generalizable principles for the collection and use of follow-along information to improve transition services and outcomes.

PROJECT FOCUS:

1. Finalize all data collection instruments and procedures.
2. Hire and train project staff to serve as interviewers.
3. Collect, analyze, and interpret the second round of data.
4. Field test the management information system with local transition teams in Nevada and Oregon.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 424 handicapped youth
131 nonhandicapped youth

Handicapping Condition	**No. Served**	**Age Range**
Autism	1	17-22
Behavioral disorders	34	17-22
Health impairment	15	17-22
Hearing impairment	19	17-22
Learning disability	233	17-22
Mild mental retardation	50	17-22
Severe mental retardation	36	17-22
Multiple handicap	2	17-22
Physical handicap	11	17-22
Speech impairment	18	17-22
Visual impairment	25	17-22
Nondisabled participants	131	17-22

Professionals/parents receiving services (training) through project activities:

Agency personnel - 10

Community Transition Team Leaders - 50

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Goal Free, Decision Making

Type of Date/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Educational background, Progress in educational program, Prior work experience, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:

Locally/Project Developed Instruments: Transition Skills Inventory, Student In-School Interview, Parent In-School Interview, Parent Out-of-School Interview, Student Out-of-School Interview, High School Teacher Questionnaire

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, SEA and LEA personnel

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers, OSERS, Nevada and Oregon Departments of Education, Nevada State Interagency Transition Council, Community Transition Teams

PROJECT PRODUCTS:

Products	**Date Available**
Project developed instruments	12/91
Journal articles	6/91
Replication manual	8/92
Interim research reports	4/91

PROJECT TITLE:
Secondary Education and Transition Services Follow Up/Follow Along

PROJECT DIRECTOR:
Alan Schultz

PROJECT COORDINATOR:
Marcia Price

CONTACT PERSON:
Marcia Price

MAILING ADDRESS:
1120 Herschler Building
Division of Vocational Rehabilitation
Cheyenne, WY 82002

TELEPHONE #: (307) 777-6947

INSTITUTE #: 227

COMPETITION #: 84.158R

PROJECT START DATE: 9/1/89
PROJECT END DATE: 8/31/92

PRIMARY GRANTEE:
State Vocational Rehabilitation Agency

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The purpose of this project is: (a) to establish project sites and demonstrate a sophisticated data base follow-along system, (b) to gather and use longitudinal feedback on outcomes and process to recommend revisions in existing program options, and (c) to implement the follow-along and feedback systems for continued use.

PROJECT FOCUS:

1. Evaluate outcomes from original pilot sites.
2. Develop additional (3) pilot sites.
3. Promote development and training of all local steering committees in: interpreting local results; team building; work plans; and sales training.
4. Development of a transition brochure directed at employers.
5. Evaluate outcomes from each pilot site.
6. Recruit third year projects.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 500

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 300

Handicapping Condition	No. Served	Age Range
Deaf/blind	9	16-21
Emotional disorder	387	16-21
Health impairment	36	16-21
Hearing impairment	27	16-21
Learning disability	1,188	16-21
Mild, moderate and severe mental retardation	208	16-21
Physical handicap	25	16-21
Speech impairment	28	16-21
Visual impairment	10	16-21

Professionals/parents receiving services (training) through project activities:

Parents - 29
Business/industry personnel - 15
Project personnel - 3
VA - 3
Social Security - 2
Agency personnel - 31
Teachers - 20
Postsecondary faculty - 10
Independent living - 5
Facilities - 14

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Decision Making, Professional Review, Developed own follow-up/follow-along survey to evaluate outcomes of youth with handicapping conditions

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Transportation, Independent living skills

On Postsecondary Education: Characteristics/demographics, Amount of direct service to provider

Instrumentation:

Commercially Available Instruments Used by Projects: Peabody Vocational Evaluation, Street Survival Skills Questionnaire, WRIOT, WRAT, Strong-Campbell, CAI, Situational Assessment

Locally/Project Developed Instruments: Training Evaluation Reports, Follow Up/ Follow Along Survey

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, DVR/Department of Education, Parents, DD Council, Employers

PROJECT PRODUCTS:

Products	Date Available
Brochure	4/91
Parent handbook	5/92
Student handbook	5/92
Project developed instruments	2/91

COMPETITION PROFILE: CFDA 84.158N

TRAINING AND EMPLOYMENT MODELS FOR YOUTHS WITH HANDICAPS

INITIAL COMPETITION: 2/12/88
SECOND COMPETITION: 3/31/89
THIRD COMPETITION: 7/21/89

PURPOSE OF COMPETITION

The purposes of this priority were to develop, demonstrate, and disseminate models for preparing and placing youth with severe disabilities in competitive or supported work prior to leaving school, including introducing these youths to adult service agency support networks. The intended outcome was placement of youths with severe disabilities in competitive or supported employment.

Emphases included (a) partnerships with employers and measurement of employer satisfaction; (b) program evaluation to include outcome measures such as initial employment status; (c) working relationships between educational agencies and supported work efforts at the state and local level; and (d) working partnerships with families who are committed to maximizing independence.

In the second competition, the purpose, emphases, and outcomes remained essentially the same. However, the term "severe" was removed as a descriptor of the target population and replaced with the more general term, "youths with handicaps."

Again, the purpose, emphases, and outcomes remained the same in the third competition as in the original competition.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local education agencies, and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $1,000,000 was expected to be available for up to 10 projects in fiscal year 1988, whereas approximately $1,010,000 was available in fiscal year 1989 for the same number of projects. Approximately $880,000 of FY 1990 funds are available to initially fund these projects for two 12-month budget periods of the total project period. Estimated size of awards information ($110,000) is for each 12 months of the project period.

NUMBER OF GRANTS AWARDED

Nine grants were awarded in the third competition. A total of 28 grants are currently funded in 84.158N.

DURATION OF GRANTS

Project support was available for up to three years in all three competitions for FY 1988, 1989, and 1990, subject to an annual review of progress and availability of funds.

SUMMARY OF 84.158N PROJECT PROFILES

TRAINING AND EMPLOYMENT MODELS FOR YOUTHS WITH HANDICAPS

GEOGRAPHIC AREA SERVED

Of the current 28 projects, eight indicate serving a city of more than 100,000 people, seven a region of a state, while seven indicate serving a statewide area. Three projects report serving cities of 50,000 to 100,000 people and three projects indicate serving a county.

PRIMARY GRANTEE

Six universities, two public secondary schools, and five private nonprofit organizations were awarded grants under this competition. Five local education agencies, four university affiliated programs, one Association for Retarded Citizens, one research institute, and four state education agencies also were awarded grants.

PROJECT PARTICIPANTS

The current 28 projects report 1,847 individuals with disabilities receiving direct services over the entire funding period. Projects also were asked to estimate the total number of persons with disabilities who will benefit from services such as training. An estimated 6,259 persons will be impacted over the entire funding period.

All projects indicated the provision of related service components, specifically, training and service to 1,680 parents, 753 agency personnel, 1,195 business people, 169 peers, 1,541 teachers, 118 project personnel, 28 postsecondary faculty, 318 undergraduate/graduate students, and 520 in the other category.

COOPERATING AGENCIES

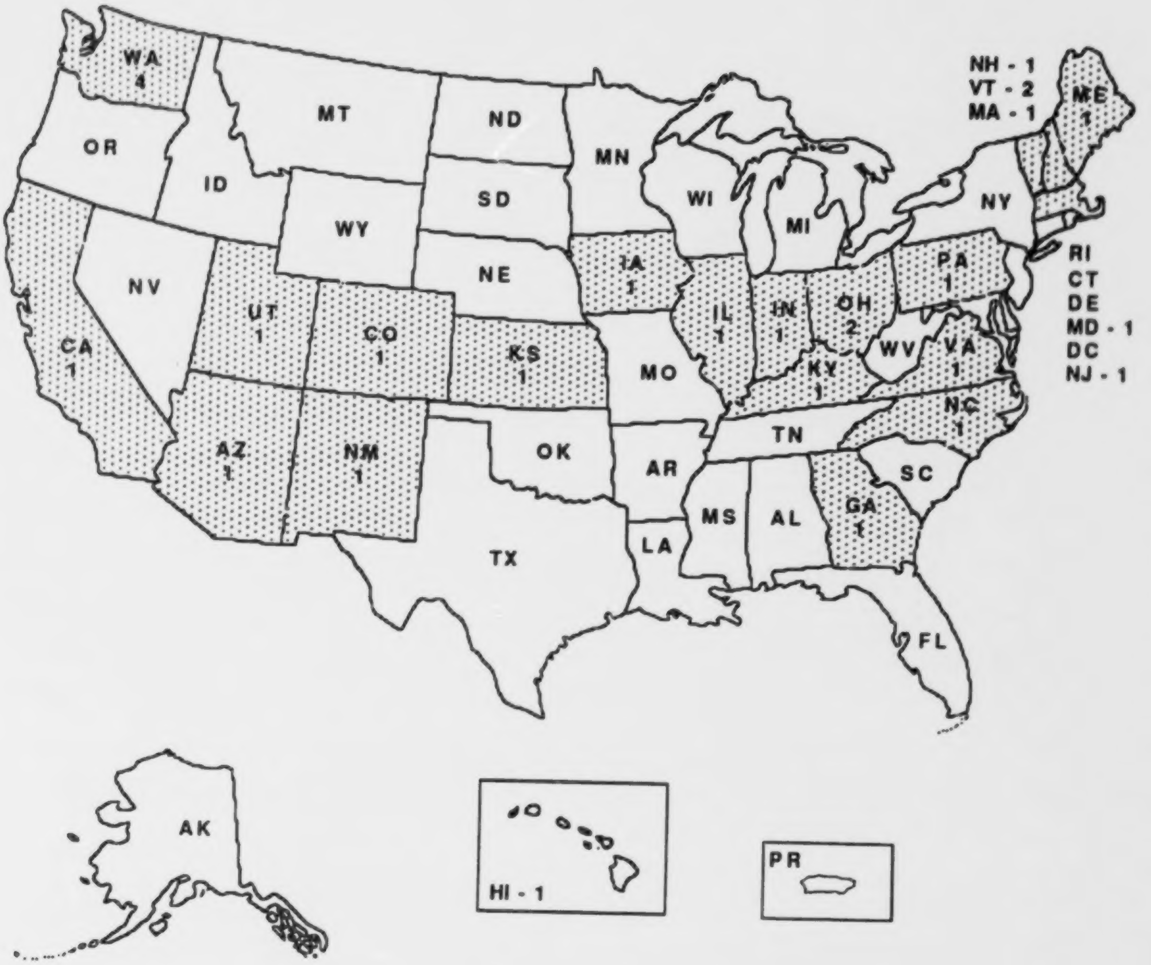
All projects indicate involvement with cooperating agencies or organizations: 22 with public secondary schools and state vocational rehabilitation agencies; 18 with local education agencies; 16 with parent organizations; 11 with private nonprofit agencies and state MH/DD agencies; and 10 with community rehabilitation facilities. Other cooperative arrangements include private secondary school, community colleges, universities, UAPs , area vocational centers, JTPAs, residential facilities, for-profit agencies, ARC, research institutes, local governments, state educational agencies, state council for DD agencies, and various other agencies.

Location of 84.158N Projects

Geographic Distribution of Current 84.158N Projects

as of May 1991

(N = 28)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PROJECT TITLE:
Project T-QUAL

PROJECT DIRECTOR:
Betsy Bounds, Ph.D.

PROJECT COORDINATOR:
Daniel M. Perino

CONTACT PERSON:
Daniel M. Perino

MAILING ADDRESS:
Catalina High School
3645 E. Pima St.
Tucson, AZ 85716

TELEPHONE #: (602) 881-3000

INSTITUTE #: 193

COMPETITION #: 84.158N

PROJECT START DATE: 9/1/88
PROJECT END DATE: 8/31/91

PRIMARY GRANTEE:
Local Education Agency

GEOGRAPHICAL AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

To develop, demonstrate, and disseminate a comprehensive school- and community-based vocational training model that will prepare and place students with severe handicaps into supported work prior to leaving school. A three phase project design will be used to successfully implement the project.

PROJECT FOCUS:

1. Transfer supervision of work sites to classroom teachers, job developers, vocational counselors, and postsecondary support agencies.
2. Finalize cooperative support model with VR-DDD-postsecondary agencies.
3. Edit and revise products.
4. Dissemination information.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 75

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 50

Handicapping Condition	No. Served	Age Range
Autism	7	16-22
Profound mental retardation	28	16-22
Multiple handicap	15	16-22

Professionals/parents receiving services (training) through project activities:

Parents - 25
Business/industry personnel - 50
Agency personnel - 25
Teachers - 10

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers

Instrumentation:

Commercially Available Instruments Used by Projects: McCarron-Dial, Street Survival Skills Questionnaire, Ecological Inventory, Goodness of Fit, Quality of Life Questionnaire

Locally/Project Developed Instruments: Employer Satisfaction/Student Work Performance, Parent Needs Assessment, Attitude Survey, Family Questionnaire, Job Coach Tracking, Student Tracking Form

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, VR/DD, Postsecondary Vocational Agencies

PROJECT PRODUCTS:

Products	Date Available
Brochure	1/89
Parent handbook	1/90
Student handbook	1/90
Training Manual	8/91
Project developed instruments	Ongoing
Videotape	8/91
Replication manual	8/91

PROJECT TITLE:
Vermont's School-Based Supported
Employment Model

PROJECT DIRECTOR:
Dr. Susan Brody Hasazi

CONTACT PERSON:
Dr. Susan Brody Hasazi

MAILING ADDRESS:
Department of Special Education
University of Vermont
405 Waterman Building
Burlington, VT 05405

TELEPHONE #: (802) 656-2936

INSTITUTE #: 194

COMPETITION #: 84.158N

PROJECT START DATE: 7/1/88
PROJECT END DATE: 6/30/91

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of this project is to design, implement, and evaluate a model supported employment program which will increase the employment prospects for secondary students with severe handicaps, specifically those students labeled learning impaired, and/or severely emotionally disturbed. The project's major goal is to demonstrate that Vermont's regional special class programs can be modified such that they result in the following outcomes: 1) provide supported employment upon graduation or completion of all program participants; 2) serve a broad range of students who have severe disabilities; 3) increase community integration; 4) integrated students who otherwise would have no participation in their home high schools; 5) increase productive collaboration among schools and adult service agencies; and 6) involve employers in a visible and rewarding way in public education.

PROJECT FOCUS:

1. Seven students integrated at least half time into local schools.
2. Delivery of masters level UVM course titled "Strategies to Meet the Needs of Middle and High School Students," attended by regular and special educators, guidance and administrative personnel.
3. Provision of supported employment services for 10 students labeled severely emotionally disturbed and/or learning impaired.
4. Regional and local schools participated in follow-up of special education graduates.
5. Dissemination activities included two state-wide conference presentations and referrals/site visits.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 60

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 100+

Handicapping Condition	**No. Served**	**Age Range**
Behavioral disorders	5	14-22
Emotional disorder	10	14-22
Mild mental retardation	5	14-22
Moderate mental retardation	15	14-22
Severe mental retardation	5	14-22
Multiple handicap	20	14-22

Professionals/parents receiving services (training) through project activities:

Parents - 7
Business/industry personnel - 5
Project personnel - 5
Agency personnel - 5
Teachers - 30
Administrators - 5

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Goal Free, Decision Making

Type of Date/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Attendance, Parent satisfaction with overall program, Teacher/administrator satisfaction with program

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS-R, WISC-R, Individual Skill Survey, Vocational Profile, Achanbach-Behavior Checklists

Locally/Project Developed Instruments: Vocational Task Analysis Forms, Behavior Checklists, Parent, Employer, Student and Teacher/Administrator Satisfaction Questionnaires, Special Ed Graduate Needs Assessment, Grant Evaluation Questionnaire, Components of Model Program Review Form, Follow-up of Special Ed Graduates Interview Form.

Personnel Involved in Evaluation: Project Staff

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Vocational and Integration Data

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Department of Education, Local Education Agencies, Teachers/administrations with grant region

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	1/91
Project developed instruments	3/90
Videotape	6/91
Curricula	9/60 & 2/91

PROJECT TITLE:
Putting Disabled Youth to Work: A Business-Education Partnership

PROJECT DIRECTOR:
Richard M. Balser

PROJECT COORDINATOR:
Brenda Harvey

CONTACT PERSON:
Brenda Harvey

MAILING ADDRESS:
Maine Medical Center
22 Bramhall St.
Portland, ME 04102

TELEPHONE #: (207) 871-2463

INSTITUTE #: 195

COMPETITION #: 84.158N

PROJECT START DATE: 10/1/88
PROJECT END DATE: 9/30/91

PRIMARY GRANTEE:
Hospital/Medical Center

GEOGRAPHICAL AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

Project "Putting Disabled Youth to Work: A Business-Education Partnership" demonstrates how five entities in the community—school, family, municipality, private business, and service providers can work jointly to focus curriculum on labor market needs and skills necessary for employment and provide practical paid support work experience for high school age youth with severe handicapping conditions. The ultimate goal of this three year project is to increase the number of severely disabled youth by 50, for whom competitive employment would not have otherwise occurred, who obtain and maintain jobs with the necessary supports upon graduation. These youth are from two demonstration communities in Maine: South Portland and Westbrook. This project will achieve the overall goal by helping students to explore career options while still in school; demonstrating a student's capacity for employment by providing a number of job experiences each building upon the other; collecting evaluative material on the student's tolerance for work, stamina, and ability to get along on the job; documenting the relationship of the specific disability and the necessary supports to job performance; and building a work record through paid employment.

PROJECT FOCUS:

1. Operationalize career education curriculum.
2. Evaluate success curriculum and plan for replication with other Maine schools.
3. Formalize roles of multiple partners for activity beyond project life.
4. Continue family forums.
5. Complete project evaluation.
6. Disseminate findings.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 226

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 226

Handicapping Condition	**No. Served**	**Age Range**
Behavioral disorder	50	15-20
Communication disorder	12	15-20
Emotional disorder	50	15-20
Learning disability	99	15-20
Multiple handicap	15	15-20

Professionals/parents receiving services (training) through project activities:

Parents - 60
Business/industry personnel - 75
Teachers - 100
Postsecondary faculty - 5
Agency personnel - 15
Peer tutors - 15
Project personnel - 3
Undergraduate/graduate students - 2

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Professional Review, Case Study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type of extent of services rendered, Demographics, Assessment results, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/ client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects: Vocational Profile Situational Assessment Rating Form, Success, Family Profile

Locally/Project Developed Instruments: Work Behavior Rating Form, Individual Company Evaluation Forms, Situational Assessment Checklist, Family Forum Evaluation, Employer Satisfaction Questionnaire, Company Profile, Graduate Survey, Teacher Survey, Summer Work Experience Survey, Employer Contact Log, Student Activity Log, Project Activity Summary

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, MR, MR, DD, VR, DECS, Parents, Special Educators

PROJECT PRODUCTS:

Products	**Date Available**
Parent Handbook	3/30/91
Project developed instruments	1989
Slide presentation	Ongoing
Curricula	1/30/91
Journal articles	6/30/91
Replication manual	9/30/91

PROJECT TITLE:
Transition Model for Supported Employment Services (Transition Services Project)

PROJECT DIRECTOR:
Brennan Mahoney

PROJECT COORDINATORS:
Mike Grange and Jana Murphy-Fink

CONTACT PERSON:
Brennan Mahoney

MAILING ADDRESS:
Transition Services Project
Albuquerque Public Schools
513 - 6th St., NW
Albuquerque, NM 87102

TELEPHONE #: (505) 243-7811

INSTITUTE #: 196

COMPETITION #: 84.158N

PROJECT START DATE: 10/1/88
PROJECT END DATE: 9/30/91

PRIMARY GRANTEE:
Local Education Agency

GEOGRAPHICAL AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

Increase competitive employment outcomes for students with moderate and severe disabilities. Train paraprofessionals to become job coaches. Serve a minimum of 50 students per year. Provide referral services for transition, supported employment, postsecondary education, and community living. Develop job coach training manual, parent training manual, and other products. Disseminate outcomes. Obtain continued funding of project.

PROJECT FOCUS:

1. Completion of APS district follow-up student reports.
2. Completion of statewide follow-up studies report.
3. City-wide employer data base software.
4. Job match software (Virginia Commonwealth).
5. School Board presentation for continued funding.
6. Adult Service Advisory/Referral Committee.
7. Private Industry Council-Youth Competency Curriculum.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 600

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 325

Handicapping Condition	No. Served	Age Range
Behavioral disorders	23	17-22
Communications disorder	34	17-22
Hearing impairment	3	17-22
Learning disability	45	17-22
Educable mental handicap	40	17-22
TMH	31	17-22
Severe/profound	5	17-22
Multiple handicap	17	17-22
Traumatic brain injury	3	17-22
Visual impairment	3	17-22

Professionals/parents receiving services (training) through project activities:

Parents - 150+
Business/industry personnel - 150+
Project personnel - 25
Agency personnel - 100+
Teachers - 100
Undergraduate/graduate students - 30

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Professional Review

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/ client progress or status, District-wide follow-up studies one year after graduation

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS, Leiter, Stanford Binet, Bennett Mechanical Comprehension Test, Bennett Hand Tool Dexterity Test, VALPAR, Career Aptitude Placement Survey, McCarron-Dial, Career Occupational Placement System, Vocational Assessment & Curriculum Guide, General Aptitude Test Battery, Peabody Picture Vocabulary Test, Vineland, Street Survival Skills Questionnaire, SPIB, SPIB-T, Associated Workskills Checklist, Becker Interest Inventory, Career Occupational Performance System, Behavior Rating Scale, ICAP, McCarron Assessment of Muscle Development, Purdue, WRAT, Woodcock Johnson, Brigance, PIAT

Locally/Project Developed Instruments: Associated Workskills, Student Evaluations, Employer Satisfaction Rating Scale, Parent/Student Satisfaction Survey, Consumer/Teacher Interview Form

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Slide Presentations

Audience: Consumers, OSERS, Transition Institute, Adult Agencies, Department of Education (Special Education), Albuquerque Public School Board and Administration

PROJECT PRODUCTS:

Products	Date Available
Brochure	3/91
Parent handbook	7/91
Training manual	6/91
Project developed instruments	Currently available
Videotape	7/91
Curricula	Currently available
Journal articles	Currently available

PROJECT TITLE:
SETS: Supported Employment and Transition Services

PROJECT DIRECTOR:
Paul Alberto, Ph.D.

PROJECT COORDINATOR:
Nancy Elliott

CONTACT PERSON:
Nancy Elliott

MAILING ADDRESS:
Dept. of Special Education
Georgia State University
University Plaza
Atlanta, GA 30303

TELEPHONE #: (404) 651-2310

INSTITUTE #: 197

COMPETITION #: 84.158N

PROJECT START DATE: 10/1/88
PROJECT END DATE: 9/30/91

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

To develop and implement community vocational training in secondary programs for severely handicapped individuals and then to develop interagency transition services for these students. Four counties in Georgia are involved.

PROJECT FOCUS:

1. Implementation of the process in a fourth county.
2. Continuation of cooperative transition services in three counties.
3. Development of two training manuals for school community based programs and for MH/DD job coaches and DRS job coaches.
4. Development of a state transition plan.
5. Continuation of all previous training activities.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 225

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 60

Handicapping Condition	No. Served	Age Range
Autism	6	16-22
Deaf/blind	2	18-21
Moderate mental retardation	16	16-22
Severe mental retardation	35	16-22
Profound mental retardation	5	18-21

Professionals/parents receiving services (training) through project activities:

Parents - 75
Business/industry personnel - 10
Project personnel - 2
DRS and MH/DD personnel - 40
Teachers and paraprofessionals - 40

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Free, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs

On Employers: Characteristics/demographics, Amount of direct service to employer

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Project impact on providers

Instrumentation:

Locally/Project Developed Instruments: Vocational Profile, Site Visit Checklist, Data Collection Checklists, Training Site Quality Checklist, Job Site Quality Checklist, Parent Survey, Employer Contact Log

Personnel Involved in Evaluation: Project Director, Project Coordinator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, DOE, DRS, MH/MR/SA

PROJECT PRODUCTS:

Products	**Date Available**
Training manual	5/91
Project developed instruments	Currently available
Journal articles	Spring 91
Replication manual	Summer 91

PROJECT TITLE:
Supported Employment Model for Transitioning Youth with Severe and Profound Handicaps Through Interagency Collaboration

PROJECT DIRECTOR:
Richard G. Luecking

CONTACT PERSON:
Richard G. Luecking

MAILING ADDRESS:
TransCen, Inc.
230 N. Washington St., Suite 200
Rockville, MD 20850

TELEPHONE #: (301) 424-2002

INSTITUTE #: 198

COMPETITION #: 84.158N

PROJECT START DATE: 8/1/88
PROJECT END DATE: 7/31/91

PRIMARY GRANTEE:
Private Non-Profit Agency

GEOGRAPHICAL AREA SERVED:
A County

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The project's goal is to ensure that students of Montgomery County Public Schools who have severe disabilities obtain supported employment. Four collaborating agencies, with complimentary responsibilities utilize staff pooling and longitudinal coordination and planning to attain this goal. Systematic on-the-job training occurs during the final year before students graduate. Job coaches from adult agencies pair with public school instructional staff to provide this training. Transition planning procedures are employed focused based on job development and matching, conducted by a project-funded job developer. A long term IHP is developed by involved parties. Collaborating adult service agencies provide long term support after graduation.

PROJECT FOCUS:

1. Twelve graduates (six in 1989, six in 1990), continue with follow-up services in supported work settings.
2. Six 1991 graduates placed and trained in supported work settings.
3. Development of consolidate IEP/IHP for Year 3 graduates.
4. Provide follow-up technical assistance to replication site.
5. Develop an implementation guide.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 135

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 18

Handicapping Condition	No. Served	Age Range
Severe mental retardation	10	19-22
Profound mental retardation	2	19-22
Multiple handicap	6	19-22

Professionals/parents receiving services (training) through project activities:

Agency personnel - 6
Teachers - 10
Project personnel - 4

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Prior work experience, Progress in employment training programs, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Employer satisfaction with project activities

On Postsecondary Education: Project impact on providers

Instrumentation:

Locally/Project Developed Instruments: Work Site Analysis, Job Development Contact Data, Replication Checklist (Extent of Model Replication at Replication Sites), Student Work Evaluation, Student Performance Data, Teacher Training Evaluation Rating Scale, Employer Survey, Parent Survey, Staff Activity Logs

Personnel Involved in Evaluation: Project Director, Project Staff, Advisory Board, Third-Party Evaluator, Staff Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report

Audience: Consumers, OSERS, Transition Institute, Advisory Board

PROJECT PRODUCTS:

Products	**Date Available**
Project developed instruments	4/89
Journal articles	1/90-8/91
Replication manual	4/91

PROJECT TITLE:
Transition from School to Work
Through Supported Employment

PROJECT DIRECTOR:
Larry Smith

PROJECT COORDINATOR:
Lucinda Gabri

CONTACT PERSON:
Lucinda Gabri

MAILING ADDRESS:
Association for Retarded Citizens/Union Co.
1200 South Ave.
Plainfield, NJ 07062

TELEPHONE #: (908) 754-5910 or 8197

INSTITUTE #: 199

COMPETITION #: 84.158N

PROJECT START DATE: 9/1/88
PROJECT END DATE: 8/31/91

PRIMARY GRANTEE:
Association for Retarded Citizens

GEOGRAPHICAL AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

Over a three year period this project will place 30 students from Union County in supported employment prior to exiting special education services. The students will be in their last years of school (ages 18-21) and will be classified as TMR, EMR, or Day Training Eligible (i.e., severe/profound). All students involved in the project will be experiencing paid work in an integrated work site through one of the supported employment models (individual placement with job coach, enclave, mobile crew, or small business) provided by the project prior to graduation. All targeted students will have an Individual Transition Plan that identifies services needed post graduation and strategies to access such services prior to graduation. The Individual Transition Plan will be a collaborative process with the student, family, school personnel, adult services representatives, and ARC staff participating.

PROJECT FOCUS:

1. Placement of 10 students into supported employment.
2. Development of transition plans for same students.
3. Successful transition of eight students into employment post graduation.
4. Parent and family training on transition from school to work.
5. Development of interagency cooperative agreements for transition.
6. Development of guidelines for community based curriculum.
7. Prepare all documents and evaluation for finalization of OSERS project.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 24

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 50

Handicapping Condition	No. Served	Age Range
Mild mental retardation	1	18-21
Moderate mental retardation	15	18-21
Severe mental retardation	5	18-21
Profound mental retardation	3	18-21

Professionals/parents receiving services (training) through project activities:

Parents - 60
Teachers - 30
Postsecondary faculty - 11
Business/industry personnel - 20
Project personnel - 5
Undergraduate/graduate students -25

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Professional Review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Individual, parent, and family satisfaction with services

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers, Employment status over time

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board, UAP Consultant for interim and summative

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Monograph, Journal Articles, Technical Assistance Report

Audience: Consumers, OSERS, Transition Institute, Advisory Board, DVR, DDD, Department of Education, Parent Training & Support Group, TASH, CEC, AAMR

PROJECT PRODUCTS:

Products	Date Available
Parent handbook	8/91
Slide presentation	8/91
Curricula	12/91
Journal articles	12/91
Replication manual	12/91
Guidelines	12/91

PROJECT TITLE:
Interagency Transition Partnership

PROJECT DIRECTOR:
Rich King

PROJECT COORDINATOR:
Kris Hirschmann/Evie MacCraig

MAILING ADDRESS:
Tacoma Public Schools
P.O. Box 1357
Tacoma, WA 98401-1357

TELEPHONE #: (206) 596-1088 or
(206) 596-1074

INSTITUTE #: 200

COMPETITION #: 84.158N

PROJECT START DATE: 9/88
PROJECT END DATE: 9/91

PRIMARY GRANTEE:
Local Education Agency

GEOGRAPHICAL AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The Interagency Transition Partnership is a federally funded, three year project through the U.S. Department of Education. The project, current in its third year, is combining the resources of Tacoma Public Schools, VADIS Northwest, and Pierce County Social Services in order to increase placement of youth with disabilities into individual supported jobs prior to graduation, and to coordinate ongoing support in jobs after graduation.

PROJECT FOCUS:

1. Increased paid job placements.
2. Increased experiential job placements.
3. Student/parent resource manual.
4. Procedures manual.
5. Job coach training for paraprofessionals.
6. Parent inservices.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 200

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 140

Handicapping Condition	No. Served	Age Range
Autism	5	18-21
Behavioral disorders	2	18-21
Cerebral palsy	15	18-21
Deaf/blind	1	18-21
Mild mental retardation	20	18-21
Moderate mental retardation	53	18-21
Severe mental retardation	9	18-21
Multiple handicap	34	18-21

Professionals/parents receiving services (training) through project activities:

Parents - 100
Business/industry personnel - 10
Project personnel - 3
Agency personnel - 25
Teachers - 25

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects: WISC-R, Inventory for Client and Agency Planning

Locally/Project Developed Instruments: Vocational Placement Record, Supported Needs Assessment, Employer Evaluation, High School Referral

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Staff Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Brochure/Pamphlet

Audience: OSERS, Transition Institute, DDD/DVR, School Board/Administrative Staff

PROJECT PRODUCTS:

Products	Date Available
Brochure	1/89
Parent Handbook	2/91
Student handbook	2/91
Slide presentation	6/90
Replication manual	Not indicated

PROJECT TITLE:
The LOGICal Approach to Supported Employment

PROJECT DIRECTOR:
Bridget Cullerton

PROJECT COORDINATOR:
Doug Gill

CONTACT PERSON:
Pat Brown

MAILING ADDRESS:
Office of the Superintendent of Public Instruction
Special Services
Old Capital Building, FG-11
Olympia, WA 98504

TELEPHONE #: (206) 753-6733

INSTITUTE #: 201

COMPETITION #: 84.158N

PROJECT START DATE: 8/1/88
PROJECT END DATE: 7/31/91

PRIMARY GRANTEE:
State Education Agency

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of the LOGIC Project is to improve access to and placement in supported employment at graduation through reallocation of energy, resources, and responsibilities across agencies and systems. The target population of the LOGIC Project is students with moderate and severe disabilities. To reach this goal, the LOGIC Project proposed the following objectives: (a) To improve the competence and capacity of teachers, agencies, and parents to impact student preparation and placement in supported employment; (b) To install and support four novel approaches to developing supported employment based on needs of local communities; (c) To evaluate the effectiveness of each approach; and (d) To package and disseminate decision-making guidelines for replication by interested counties, LEAs, parents, and state officials.

PROJECT FOCUS:

1. Implementing action plans developed in the eight sites.
2. Delivering inservice opportunities to teachers, parents, adult agency staff and employers.
3. Completing the Secondary Training for Supported Employment (Teacher Job Training Competencies) Packet.
4. Complete field test of the Supported Employment Checklist.
5. Assess employer satisfaction.
6. Complete decision-making guidelines for dissemination to counties, LEAs, parents, and state officials.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 300

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 125

Handicapping Condition	No. Served	Age Range
Autism	6	14-21
Cerebral palsy	5	14-21
Moderate mental retardation	66	14-21
Severe mental retardation	28	14-21
Profound mental retardation	28	14-21
Multiple handicap	15	14-21

Professionals/parents receiving services (training) through project activities:

Parents - 28
Business/industry personnel - 14
Project personnel - 2
Administrators - 10
Agency personnel - 46
Teachers - 120
Undergraduate/graduate students - 5

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Case Study

Type of Data/Information Being Collected:

On Students/Clients: Demographics, Prior work experience, Progress in employment training programs, Employment outcomes, Satisfaction of significant others with student/client progress or status

On Employers: Employer satisfaction with project activities

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Provider satisfaction with project activities

Instrumentation:

Locally/Project Developed Instruments: Behavior Planning Tool, SET Checklist, Vendor Directory, Transition to Supported Employment, Matrix

Personnel Involved in Evaluation: Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Brochure/Pamphlet

Audience: OSERS, Transition Institute, Advisory Board, OSPI, DVR, DDD, DD Planning Council, PAVE, County personnel, Individual project sites

PROJECT PRODUCTS:

Products	Date Available
Brochure	9/30/88
Newsletter	11/30/89
Project developed instruments	1/1/89
Journal articles	Winter 90
Vendor Directory	4/30/90
Supported Employment Checklist	3/31/90
Guidelines for Cooperative Contracting	1/31/90
Employment (Teacher Job Training Competencies)	7/31/91
Procedures for setting up parent agencies	7/31/91

PROJECT TITLE:
Supported Employment Placement Project

PROJECT DIRECTOR:
Dr. John McDonnell

PROJECT COORDINATOR:
Connie Mathot-Buckner

CONTACT PERSON:
Dr. John McDonnell

MAILING ADDRESS:
University of Utah
217 MBH
Salt Lake City, UT 84112

TELEPHONE #: (801) 581-6158

SPECIAL NET USER ID #: UOFUT

INSTITUTE #: 202

COMPETITION #: 84.158N

PROJECT START DATE: 10/1/88
PROJECT END DATE: 9/30/91

PRIMARY GRANTEE:
Local Education Agency

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The Supported Employment Placement Project (SEPP) is a 36-month federally funded program to develop a comprehensive educational and transition model that will place students with severe disabilities who are between the ages of 19 and 22 in supported employment programs prior to their exiting the school program. The CEP program has developed and field tested an employment model in three school districts and is being replicated in three additional school districts that include both urban and rural areas.

PROJECT FOCUS:

1. Distribute a needs assessment and provide regional inservice training throughout the state of Utah on identified areas.
2. Assist school districts in developing cooperative agreements with adult service agencies, to facilitate share of fiscal and staff resources.
3. Revise the CEP implementation manual.
4. Provide technical assistance to the districts currently implementing the model.
5. Develop a social analysis of the work place.
6. Write two manuscripts for publication in national publications.
7. Submit proposal for presentations at national and/or state conferences.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 100

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 50

Handicapping Condition	No. Served	Age Range
Autism	1	19-20
Severe mental retardation	31	19-21
Multiple handicap	13	19-21
Traumatic brain injury	1	20

Professionals/parents receiving services (training) through project activities:

Agency personnel - 12
Teachers - 30
Paraprofessionals - 10
Business/industry personnel - 1
District coordinators - 7

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Decision Making, Professional Review

Type of Date/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects: Scales of Independent Behavior, Inventory for Client and Agency Planning

Locally/Project Developed Instruments: Employer Satisfaction Survey, Consumer Satisfaction Rating, Parent Satisfaction Survey, Employer Interview, Needs Assessment Survey, Graduate Follow-up Review Survey

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report,

Audience: Consumers, OSERS, Advisory Board, Utah State Office of Education

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	Currently
Training manual	Currently
Journal articles	6/91
Replication manual	Currently
Chapter in textbook	Not indicated

PROJECT TITLE:
Employment Development Project

PROJECT DIRECTOR:
Robert B. Daily

PROJECT COORDINATOR:
Glen D. Maxion

CONTACT PERSON:
Glen D. Maxion

MAILING ADDRESS:
Special Education Career Center
230 Jamacha Rd.
El Cajon, CA 92019

TELEPHONE #: (619) 442-0693

INSTITUTE #: 231

COMPETITION #: 84.158N

PROJECT START DATE: 10/1/89
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
Public Secondary School

GEOGRAPHICAL AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

This project is designed to establish students with severe disabilities in community employment and transition them into appropriate post-high school services. The project will: (a) develop adult service resources, (b) increase interagency collaboration, (c) increase consumer and parent satisfaction with supported employment, and (d) increase employment opportunities for people with severe disabilities by developing both public and private sector jobs.

PROJECT FOCUS:

1. Place at least 15 students in public and private sector supported employment.
2. Inservice parents.
3. Finalize leisure handbook and self-advocacy curriculum, draft monograph on establishing public sector employment.
4. Conduct follow-up evaluation of employer and consumer satisfaction with supported employment.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 68

Handicapping Condition	No. Served	Age Range
Deaf/blind	4	
Mild mental retardation	20	
Moderate mental retardation	17	
Severe mental retardation	6	
Profound mental retardation	10	
Multiple handicap	7	
Physical handicap	4	

Professionals/parents receiving services (training) through project activities:

Parents Inservice IEP Day - 450
Business/industry personnel - 150
Project personnel - 4
Agency personnel - 5
Teachers - 13
Undergraduate/graduate students - 60

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics

Instrumentation:

Commercially Available Instruments Used by Projects: WISC-R, WAIS-R, BINET (LM), Bayley Scales of Infant Development, PPVT, CELF, Vineland, Adaptive Behavior Street Survival Skills, SRA-Math and Reading, WRAT

Locally/Project Developed Instruments: Individual Student Career/Vocational Competency Record, Vocational Rating Scale, Inservice Evaluation Rating Scale, Employer Satisfaction Rating Scale, Home Interview, Parent Needs Survey, Parent Transition Evaluation Questionnaire, Collateral Packet

Personnel Involved in Evaluation: Project Director, Project Coordinator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers, OSERS, Transition Institute, Regional Center/Habilitation, San Diego Supported Employment Task Force, Adult Service Providers

PROJECT PRODUCTS:

Products	**Date Available**
Parent handbook	Currently available
Student handbook	Currently available
Project developed instruments	Currently available
Curricula	Currently available

PROJECT TITLE:
Productive Youth in the Community

PROJECT DIRECTOR:
Joe Hendrickson

PROJECT COORDINATOR:
Steve Miller

CONTACT PERSON:
Julia Noyes

MAILING ADDRESS:
650 Mathews St.
Fort Collins, CO 80524

TELEPHONE #: (303) 484-0115/482-7501

INSTITUTE #: 232

COMPETITION #: 84.158N

PROJECT START DATE: 8/1/89
PROJECT END DATE: 7/31/92

PRIMARY GRANTEE:
Public Secondary School

GEOGRAPHICAL AREA SERVED:
A city of 50,000 to 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

(1) The mission of the Productive Youth in the Community Project is to assist students with severe emotional and behavioral disabilities in the Poudre R-1 School District as they find and maintain paid, gainful employment in the community with the goal of continuation on past graduation or departure from school. Employment will be sought in integrated environments according to an individual student's needs and interests. A support network will be developed for each student in an effort to assist the student in his/her transition from school to adult living. (2) The target population consists of severely emotionally disordered secondary youth. (3) Primary objectives include: a) secure paid community jobs prior to leaving school with expectations of long-term employment, b) develop a network of local employers, c) construct a working team of service providers to provide employment related support before and after students leave school, d) provide opportunities for parents or guardians to work cooperatively with school staff and students, and e) administer, evaluate, and disseminate project in an effective manner.

PROJECT FOCUS:

1. Development of a training manual.
2. Development of a project brochure.
3. Completion of a experiential learning career skills curriculum for grades 7-12.
4. Present project information at various professional conferences.
5. Develop a project video.
6. Ongoing project evaluation and data collection.
7. Ongoing support of students participating in the vocational program.

PROJECT PARTICIPANTS:

Handicapping Condition	No. Served	Age Range
Communications disorder	1	15-21
Emotional disorder	15	15-21
Mild mental retardation	1	15-21
Minority youth	4	15-21
Substance abuse	5	15-21

Professionals/parents receiving services (training) through project activities:

Teachers - 6	Project personnel - 6

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Case Study

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: Woodcock-Johnson, Boys Town of Nebraska Motivation System

Locally/Project Developed Instruments: Contact Log, Initial and Summary Assessment Interviews, Initial Assessment Survey

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report

Audience: Consumers, Advisory Board, Transition Services-CSU

PROJECT PRODUCTS:

Products	Date Available
Brochure	1/91
Parent handbook	8/91
Student handbook	8/91
Training manual	8/91
Project developed instruments	12/90
Slide presentation	1/91
Videotape	2/91
Curricula	1/91
Journal articles	8/91
Replication manual	1/91

PROJECT TITLE:
Go Directly To Work: A Community Employment Model for Youth with Severe Disabilities

PROJECT DIRECTOR:
Barbara Wilcox, Ph.D.

PROJECT COORDINATOR:
Susan Rinne

CONTACT PERSON:
Susan Rinne

MAILING ADDRESS:
Institute for the Study of Developmental Disabilities
2853 E. Tenth St.
Bloomington, IN 47405

TELEPHONE #: (812) 855-6508

SPECIAL NET USER ID #: IUDTC

INSTITUTE #: 233

COMPETITION #: 84.158N

PROJECT START DATE: 10/1/89
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
University Affiliated Program

GEOGRAPHICAL AREA SERVED:
A region with a state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The work of the project is organized into eight components, each of which represents a major goal: (1) install exemplary employment preparation model in high school programs to ensure that secondary programs implement best practices in curriculum, planning, and instruction, (2) establish a Parents Alliance for Transition in each participating community to build active parent involvement in transition planning to build a local parent network to support community change, (3) expand business support to increase the number of community employers who provide employment training opportunities to students with severe handicaps or who offer supported employment to school leavers with severe handicaps, (4) build the capacity of local providers to ensure that community agencies serve all school leavers with severe disabilities in supported employment, (5) coordinate the above system components to ensure that students with severe disabilities graduate directly into an integrated job without any interruption of services and to build a mechanism for the overall coordination of community change, (6) disseminate information on project activities, procedures, and outcomes to interested individuals and groups, (7) evaluate the project to determine overall impact, and (8) manage the project to ensure quality performance and timely completion of objectives.

PROJECT FOCUS:

1. Maintain support to sites, technical assistance will continue to both Clark and Grant Counties.
2. Survey the work/lifestyles of special education school leavers in two sites.
3. Coordination with Indiana Parent Task Force will continue. Project will develop Parent Alliances for Transition in two sites.
4. Development of an Alternative Assessment to facilitate smooth transition from school to supported employment without having to go through traditional evaluation systems.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 52

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 1,690

Handicapping Condition	**No. Served**	**Age Range**
Moderate mental retardation	15	13-21
Severe mental retardation	8	13-21
Multiple handicap	20	13-20

Professionals/parents receiving services (training) through project activities:

Parents - 175
Agency personnel - 150
Business/industry personnel - 100
Teachers - 80

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Professional Review

Type of Date/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Educational background, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Employer satisfaction with project activities

On Postsecondary Education: Characteristics/demographics, Amount of direct service to provider, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Locally/Project Developed Instruments: Student Resumé, Job Inventory Analysis, Job Site Data Worksheet, Individual Transition Plan, High School and District Implementation Checklist, Parent Satisfaction Rating, Student Satisfaction Rating, Employer Satisfaction Rating, Co-worker Satisfaction Rating, Conference/Training Evaluation, Student Demographics, Teacher Demographics, Parent Information Form, Employer Characteristics Survey, Employer Profile, Senior State Report, Graduate Follow-up Report, Employer Contact Log, Classroom Vocational Summary, Student Work History

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board, Staff Evaluator, ISDD-CIRG Staff

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report

Audience: Consumers, OSERS, Advisory Board, Indiana Dept. of Human Services, Indiana Dept. of Mental Health, Indiana Dept. of Education, local supported employment providers

PROJECT PRODUCTS:

Products	**Date Available**
Newsletter	Spring, Summer, Winter 1991
Parent handbook	9/92
Training manual	8/90
Project developed instruments	9/91
Replication manual	9/92

PROJECT TITLE:
Power Options for Work, Education and Recreation (Project POWER)

PROJECT DIRECTOR:
Kay Holjes

PROJECT COORDINATOR:
Judy Thompson Cecchetti

CONTACT PERSON:
Judy Thompson Cecchetti

MAILING ADDRESS:
Employment Opportunities, Inc.
3509 Haworth Dr., Suite 402
Raleigh, NC 27609

TELEPHONE #: (919) 782-8346

INSTITUTE #: 234

COMPETITION #: 84.158N

PROJECT START DATE: 10/1/89
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
Private Non-Profit Agency

GEOGRAPHICAL AREA SERVED:
A county

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

Project POWER is a program designed to provide a full range of transitional services to assist individuals with severe disabilities to obtain and maintain satisfying, paid jobs prior to school graduation. Based on an interagency committee decision, the program provides services to 14 Wake County students who were born in 1973 (age 16 at the start of the project) who are enrolled in self-contained classes for individuals diagnosed with moderate and severe developmental disabilities. The program's primary objectives are: (1) by the end of the project, 90% of the students will be able to live and work in the community with support from paid follow-along systems, (2) families will receive information about student resources, (3) school personnel will receive training and information on community referenced student training, (4) information about the project will be disseminated to the general public, employers, and professionals, and (5) the project will continue beyond federal funding.

PROJECT FOCUS:

1. Continuation of students receiving skilled vocational training through formal vocational education classes, volunteer community jobs, or remunerative jobs.
2. Continued use of the tour and trial approach to leisure activities.
3. Training to selected special education teachers on writing functional, community referenced goals.
4. Technical assistance and resource information will be provided to each family.
5. Enrollment of a student in a vocational education course and adaptations to the coursework.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 15

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 15

Handicapping Condition	No. Served	Age Range
Autism	2	16-18
Moderate mental retardation	10	16-18
Severe mental retardation	1	16-18
Multiple handicap	2	16-18

Professionals/parents receiving services (training) through project activities:

Parents - 15 families
Business/industry personnel - 20
Teacher aides, special programs school administrators, principals - 15
Agency personnel - 10
Teachers - 6
Project personnel - 7

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Professional Review

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Leisure/recreational services, Family training

On Employers: Characteristics/demographics, Amount of direct service to employer

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Locally/Project Developed Instruments: Client Employment Form, Assessment of Independent Living Skills, Student Satisfaction Scale, Parent Satisfaction Scale, Teacher Satisfaction Scale, Vocational Profile, Tour and Trial Log of Employers

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Third-Party Evaluator, Family Services Coordinator, Project Psychologist

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Mental Health, Vocational Rehabilitation, County Association for Retarded Citizens, Wake County Public Schools, County Office of MH/MR and VR

PROJECT PRODUCTS:

Products	Date Available
Brochure/fact sheet	Currently available
Newsletter	Currently available
Project developed instruments	Currently available
Slide presentation	Not indicated

PROJECT TITLE:
The Development and Validation of Coworker Support Models for Students Transitioning from School to Integrated Adult Lives

PROJECT DIRECTOR:
Jan Nisbet

PROJECT COORDINATOR:
Patty Cotton

CONTACT PERSON:
Patty Cotton

MAILING ADDRESS:
Project School to Work
University of New Hampshire
4 Hood House
Durham, NH 03824

TELEPHONE #: (603) 862-4196

INSTITUTE #: 235

COMPETITION #: 84.158N

PROJECT START DATE: 9/1/89
PROJECT END DATE: 8/31/92

PRIMARY GRANTEE:
University Affiliated Program

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The project is demonstrating the development of natural support options for students transitioning from school to work. Project participants are students educationally coded with a specific disability and have been identified by educators as needing support to succeed in community employment. The project is also demonstrating inclusive planning processes as a means to create integrated options for after leaving school. This involves active participation from parents, the student, educational and adult service personnel, and community members through a circle of support to create employment options utilizing natural support.

PROJECT FOCUS:

1. Implementation of circles of support.
2. Development of community based jobs supported by coworkers for 20 students through direct project involvement and consultation.
3. Development of regional task forces to address individual and system change issues related to transition from school to work.
4. Implementation of personal futures planning to develop a vocational profile and plan as an alternative to traditional vocational assessment.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 45

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 30

Handicapping Condition*	**No. Served**	**Age Range**
Autism	3	16-20
Emotional disorder	5	16-18
Hearing impairment	2	15-18
Learning disability	5	14-18
Moderate mental retardation	14	14-20
Multiple handicap	3	18-20
Physical handicap	1	19

*All students for entire (3rd year) participation are not yet identified.

Professionals/parents receiving services (training) through project activities:

Parents - 25	Agency personnel - 10
Business/industry personnel - 20	Teachers - 15

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Decision Making, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Demographics, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers, Supports provided by coworkers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider

Instrumentation:

Commercially Available Instruments Used by Projects: Personal Futures Planning

Locally/Project Developed Instruments: Written Observations, Strategy Focus Sheet, Individual Student Data Sheets

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report

Audience: Consumers, OSERS, Transition Institute, Advisory Board, DMH/DS, VR

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	1/90
Training manual	Not indicated
Slide presentation	Not indicated
Videotape	Not indicated
Journal articles	Not indicated
Replication manual	Not indicated

PROJECT TITLE:
Development and Evaluation of a Transition Employer Network for Youth with Severe Handicaps

PROJECT DIRECTOR:
Dr. Robert Flexer

PROJECT COORDINATOR:
Dr. Thomas Simmons

CONTACT PERSON:
Dr. Thomas Simmons

MAILING ADDRESS:
Kent State University
310 White Hall
Kent, OH 44242-0001

TELEPHONE #: (216) 672-2662

INSTITUTE #: 236

COMPETITION #: 84.158N

PROJECT START DATE: 8/1/89
PROJECT END DATE: 7/31/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of this project is to develop, implement and evaluate a model Transition Employer Network for youth with severe handicaps.

1. Development and implementation of a Transition Employer Network Model to assist in job development and placement.
2. Development and implementation of an Interagency Team to provide individual job supports.
3. Replication of the Transition Employer Network Model to evaluate critical components.
4. Dissemination and utilization of the model to foster widespread adoption of Employer Networks.

PROJECT FOCUS:

1. Review/monitor progress of original Team and Network Models.
2. Develop replication sites, Team, Model.
3. Review promising practices from development site.
4. Compare development site and replication site.
5. Identify existing and new interagency links.
6. Develop and implement eight individual Transition Plans.
7. Disseminate and utilize the Model.
8. Identify content/format for development of manuals.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 100

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 50

Handicapping Condition	**No. Served**	**Age Range**
Cerebral palsy	20	18-24
Developmental disability	20	18-24
Severe mental retardation	10	18-24

Professionals/parents receiving services (training) through project activities:

Business/industry personnel - 10 Teachers - 50

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Case Study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Degree of collaboration between project and providers, Provider satisfaction with project activities, Project impact on providers

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Rehabilitation/Special Education Agencies, County Boards of MR/DD, Local schools

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	Not indicated
Newsletter	Not indicated
Replication manual	Not indicated

PROJECT TITLE:
A Collaborative Model: Education, Rehabilitation, and Business

PROJECT DIRECTOR:
Lynne Dellinger

PROJECT COORDINATOR:
Maura Sutherland

CONTACT PERSON:
Maura Sutherland

MAILING ADDRESS:
Associated Services for the Blind
919 Walnut St.
Philadelphia, PA 19107

TELEPHONE #: (215) 627-0600

INSTITUTE #: 237

COMPETITION #: 84.158N

PROJECT START DATE: 10/1/89
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
Private Non-Profit Agency

GEOGRAPHICAL AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of this project is to establish a model demonstration program for assisting visually impaired youth in southeastern Pennsylvania to make the transition from high school to competitive or supported work or higher education and independent living. During each year of the project, 12 visually impaired youth aged 15-21 will be identified, assessed for job readiness, vocational aptitude and independent functioning. Until the summer after high school graduation, the project provides a vocational exploration segment, placing students on a job, as well as a compensatory skills training segment. When non-college bound program participants graduate high school, the project will assist them in obtaining a successful permanent vocational placement.

PROJECT FOCUS:

1. Development of a "Project Impact Assessment Form" for completion by school district and rehabilitation agency personnel.
2. Identification and survey of control group.
3. Fall and spring workshops for parents, students and professionals.
4. First draft of "Parent Handbook for Assisting Visually Impaired Youth to Effectively Make the Transition from School to Work."

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 65

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 33

Handicapping Condition	No. Served	Age Range
Multiple handicap	8	15-21
Visual impairment	25	15-21

Professionals/parents receiving services (training) through project activities:

Parents - 30
Business/industry personnel - 50
Project personnel - 4
Agency personnel - 15
Teachers - 30

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Goal Free, Professional Review, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Locally/Project Developed Instruments: Daily Living Skills, Orientation and Mobility, Job Readiness, Computer Skills, Employer Satisfaction, Participant Self-Evaluation, Conference Rating Scale, Intake Interview, Employer Participation, Interview with Control Group to assess of independent transition, Participant Satisfaction, Parent Needs Assessment, Student Needs Assessment, Parent Satisfaction Questionnaire, Project Impact Assessment, Vision Teacher Referrals

Personnel Involved in Evaluation: Project Coordinator, Project Staff, Advisory Board, Job Developer

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Bureau of Blindness and Visual Services, Employers, Public and private educators

PROJECT PRODUCTS:

Products	Date Available
Brochure	Currently available
Newsletter	Currently available
Parent handbook	5/92
Project developed instruments	Currently available
Slide presentation	Currently available
Videotape	9/91
Curricula	Currently available

PROJECT TITLE:
Expert Transition System Project

PROJECT DIRECTOR:
Joseph J. Stowitschek, Ed.D.

PROJECT COORDINATOR:
Mary J. Trifini

CONTACT PERSON:
Joseph J. Stowitschek

MAILING ADDRESS:
University of Washington
WJ-10
Seattle, WA 98195

TELEPHONE #: (206) 543-4011

INSTITUTE #: 238

COMPETITION #: 84.158N

PROJECT START DATE: 10/1/89
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of this project is to develop a locally-based model expert system and service components to integrate systematic transition planning with (a) the development of early supported employment planning, (b) the reformulation of instructional curricula which is referenced to employment and other community outcomes, and (c) the reorientation of follow-up services provided by adult rehabilitation agencies to promote continuous progress in the employment status of youths with moderate and severe handicaps.

PROJECT FOCUS:

1. Implementation of computer-generated individual transition planning.
2. Development of early supported employment placements.
3. Development of early supported employment guide.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 42

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 22

Handicapping Condition	No. Served	Age Range
Moderate mental retardation	17	18-21
Severe mental retardation	5	18-21

Professionals/parents receiving services (training) through project activities:

Parents - 1
Undergraduate/graduate students 2
Postsecondary faculty - 5
Teacher assistant/job coaches - 4

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Professional Review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Prior work experience, Progress in employment training programs, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Employer satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects: Social Screening Assessment

Locally/Project Developed Instruments: Tyee Basic Data Sheet, On-the-Job Observation, Tyee Performance Probe, Vocational Assessment Guide, Employer Satisfaction Scale, Multiple Tracking Graphs

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board, Transition Facilitator, Job Coaches, Teachers

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report

Audience: OSERS, Transition Institute, Advisory Board, DDD, State of Washington

PROJECT PRODUCTS:

Products	Date Available
Brochure	Not indicated
Parent handbook	Not indicated
Training manual	Not indicated
Project developed instruments	Not indicated
Curricula	Not indicated
Journal articles	Not indicated
Replication manual	Not indicated
Expert System Software	Not indicated
ITP Software	Not indicated

PROJECT TITLE:
13th Year VTI Career Success Program

PROJECT DIRECTOR:
John Emerson

CONTACT PERSON:
John Emerson

MAILING ADDRESS:
WRI
180 Nickerson St., Suite 103
Seattle, WA 98109

TELEPHONE #: (206) 585-9317

INSTITUTE #: 239

COMPETITION #: 84.158N

PROJECT START DATE: 10/1/89
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
Research Institute

GEOGRAPHICAL AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The "Voc Tech Career Success Project" aims to develop a network of support services for 16-21 year old students with learning and other mild disabilities who are enrolled in a Lake Washington Vocational Technical Institute training program. These services will include outreach, vocational assessment, career counseling, classroom and on-the-job assistance, job placement, and leisure education. The primary goal of the project is to develop an open-entry, open-exit postsecondary support program that emphasizes vocational training and competitive employment. Along with program development objectives, the project will establish a continuation funding formula that can be replicated by other Washington Voc Techs to provide services to students with mild disabilities.

PROJECT FOCUS:

1. Outreach to dropouts and high school juniors and seniors.
2. Refinement of vocational assessment procedures.
3. Preparation and implementation of career mentor training component.
4. Piloting of transition procedures in district high schools.
5. Establish working agreement with DVR and pilot referral strategies.
6. Follow-up students from first cohort.
7. Establish survey instrument and procedures for Voc Tech instructors.
8. Establish database for all special education school leavers in the district.
9. Draft preliminary policy for continuation funding policy.
10. Establish project advisory board and develop advisory board policy.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 180

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 60

Handicapping Condition	No. Served	Age Range
Behavioral disorders	4	16-21
Emotional disorder	2	16-21
Learning disability	46	16-21
Mild mental retardation	8	16-21

Dropouts	15	16-21
Economically disadvantaged	6	16-21
Minority youth	4	16-21

Professionals/parents receiving services (training) through project activities:

Parents - 30
Agency personnel -
Project personnel - 4

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Demographics, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities

On Postsecondary Education: Characteristics/demographics, Amount of direct service to provider, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: MESA, GATB, PIC, COPS, WOIS, SIGI, CAI, Wonderlic

Locally/Project Developed Instruments: Classroom Progress Reports, Record of Training for Each Program, Instructor Survey Instrument, Intake Interview, Student Service Logs

Personnel Involved in Evaluation: Project Director, Project Staff, Advisory Board

Type of Evaluation Reporting and Audience:

Type: Executive Summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, OSPI

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	12/90
Student brochure	12/90
Videotape	9/91
Curricula	3/91
Replication manual	10/91

PROJECT TITLE:
Transition Project

PROJECT DIRECTOR:
Adelle Renzaglia/Meg Hutchins

PROJECT COORDINATOR:
Deborah L. Winking

CONTACT PERSON:
Deborah L. Winking

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288 Education Bldg.
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Champaign, IL 61820

TELEPHONE #: (217) 333-0260

INSTITUTE #: 261

COMPETITION #: 84.158N

PROJECT START DATE: 8/21/90
PROJECT END DATE: 8/20/93

PRIMARY GRANTEE:
University of Four-Year College

GEOGRAPHICAL AREA SERVED:
A city of 50,000 to 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

This proposal is designed to address longitudinal vocational service needs of students ages 12-21 years who are in educational programs for individuals with moderate to profound handicaps. The primary focus of the proposed project is to investigate, develop, and implement strategies for systematically selecting appropriate work experiences and job placements and to provide purposeful vocational training opportunities that lead to productive long term employment outcomes. Emphasis will be placed upon creating a model that supports a longitudinal plan for providing deliberately chosen work experiences to younger students (i.e., 12-17 years of age) that facilitate a successful transition to a carefully identified job placement prior to graduation from the educational program.

PROJECT FOCUS:

1. Assist (provide technical assistance) to placement professionals in completing a market analysis of entry level jobs within geographic area.
2. Literature review of job match strategies, variables cited.
3. Expert validation of variables.
4. Survey of successful and unsuccessful placements.
5. Review of records of graduates' work experience history for the last five years.
6. Aggregate information from #2-5 to develop work experience job matching model.
7. Pilot model with specified number of students during 1991-92 school year.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 27

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 46

Handicapping Condition	No. Served	Age Range
Autism	1	13
Mild mental retardation	3	13-21
Moderate mental retardation	38	12-21
Physical handicap	4	12-16

Professionals/parents receiving services (training) through project activities:

Teachers - 7
Project personnel - 2
Undergraduate/graduate students - 3

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Decision Making, Professional Review

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Degree of collaboration between project and providers

Instrumentation:

Locally/Project Developed Instruments: Job Analysis Form, Work Related Skills Form, Environmental Variables Form, Work Performance Evaluation Form, Work Experience Evaluation Form, Project Performance Evaluation Form, Employer Interview Form, Parent Needs Survey, Contributing Factors to Successful/ Unsuccessful Placements Questionnaire, Phone Survey, Memo of Critical Elements of Employer Negotiations

Personnel Involved in Evaluation: Project Director/Co-Directors, Project/ Coordinator, Project Staff, Advisory Board, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers, OSERS, Advisory Board, Parents, Consumers, Employers

PROJECT PRODUCTS:

Products	Date Available
Brochure	5/91
Training manual	7/91
Project developed instruments	9/91
Curricula	8/92
Journal articles	N/A
Replication manual	8/93

PROJECT TITLE:
A Dispersed-Heterogeneous-Placement Supported Employment Model: An Innovative Alternative for Transitioning Students with MR from School to Work

PROJECT DIRECTOR:
John A. Nietupski, Ph.D.

PROJECT COORDINATOR:
Gerry Murray

CONTACT PERSON:
Dr. John Nietupski

MAILING ADDRESS:
Division of Developmental Disabilities
The University of Iowa
251 University Hospital School
Iowa City, IA 52242

TELEPHONE #: (319) 353-6450/356-4664

INSTITUTE #: 262

COMPETITION #: 84.158N

PROJECT START DATE: 7/10/90
PROJECT END DATE: 7/9/93

PRIMARY GRANTEE:
University Affiliated Program

GEOGRAPHICAL AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of this project is to develop and validate the effectiveness of an innovative supported employment model, termed a Dispersed-Heterogeneous-Placement (DHP) Model, in transitioning students with mental retardation from school to supported employment. This model involves dispersing four to five consumers within a larger business such that only one or two consumers work in the same area—thus maximizing contact/integration with nondisabled co-workers. The consumers will have a wide range (heterogeneous) of skills, with at least one consumer having severe/profound MR, two with moderate MR and one with mild MR. One employment training specialist will serve the consumers placed in each business and will assist the business in working with consumers.

PROJECT FOCUS:

1. Develop a referral network for accessing larger businesses in both project site communities.
2. Develop two DHP sites in each of the two PY 1 communities.
3. College outcome data as per proposal requirements.
4. Develop marketing and data collection instruments.
5. Analyze project results and modify procedures for PY 2.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 48 minimum

Handicapping Condition	No. Served	Age Range
Mild mental retardation	12	17-19
Moderate mental retardation	24	20-22
Severe mental retardation	12	20-22

Professionals/parents receiving services (training) through project activities:

Agency personnel - 15
Teachers - 15
Undergraduate/graduate students - 12
Business/industry personnel - 50
Project personnel - 1

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Professional Review

Type of Date/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Provider satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects: Adaptations of the VCU Client Assessment Form, Collateral Social Skills Behavior Checklist, VCU-developed CO-Worker Satisfaction/Attitude Survey

Locally/Project Developed Instruments: Voc-Task Analysis, Supervisor Satisfaction Rating Scale, Parent Satisfaction Rating Scale

Personnel Involved in Evaluation: Project Director, Project Coordinator, Collaborating Agency Staff

Type of Evaluation Reporting and Audience:

Type: Executive Summary, Brochure/Pamphlet, Monograph

Audience: OSERS, Transition Institute, Advisory Board, DVRS/DHS, Area Education Agencies, Department of Education

PROJECT PRODUCTS:

Products	Date Available
Brochure	1/91
Project developed instruments	Currently available
Slide presentation	7/91
Journal articles	6/91, 6/92, 6/93
Replication manual	6/92, 6/93

PROJECT TITLE:
Bridges to Success

PROJECT DIRECTOR:
Mary Morningstar

PRINCIPAL INVESTIGATOR:
H. R. Turnbull, III

CONTACT PERSON:
Mary Morningstar

MAILING ADDRESS:
Full Citizenship, Inc.
211 E. 8th St., Suite F
Lawrence, KS 66044

TELEPHONE #: (913) 749-4843

INSTITUTE #: 263

COMPETITION #: 84.158N

PROJECT START DATE: 7/90
PROJECT END DATE: 7/93

PRIMARY GRANTEE:
Private Non-Profit Agency

GEOGRAPHICAL AREA SERVED:
A city of 50,000 to 100,000 people

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

Bridges to Success is designed to meet the needs of youth with severe disabilities pursuing long-term employment in the community; employers seeking high-quality workers; and human service providers interested in fostering collaboration among organizations. The vision of Bridges to Success is to span the gaps in knowledge and service so that all workers with disabilities can live and work within the community. Bridges to Success has four broad goals: increase employer involvement; increase family and consumer involvement; build co-worker support and reduce long-term dependence on job coaches; and enhance interagency collaboration. Specific objectives include: develop employer and co-worker training seminars; develop an employer-to-employer network; on-the-job support and assistance; a transition planning manual for use by parents and students; a futures planning conference; family training seminars; co-worker support training; job coach/job developer training and support; job development; clearinghouse for resources; and participation on the Transition Council.

PROJECT FOCUS:

1. Develop Transition Planning Manual and brochure.
2. Develop job coach training sessions and on-the-job technical assistance.
3. Develop a Statewide Transition Council newsletter.
4. Develop an Employer-to-Employer Network Program.
5. Organize a Futures Planning Conference.
6. Organize a Job Developers Support Group.
7. Develop an Employer Survey regarding attitudes/perceptions regarding SE.
8. Job development.
9. Facilitate interagency collaboration on the Transition Council.
10. Develop multimedia products for job development: video, brochure, etc.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 20-500

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 20

Handicapping Condition	No. Served	Age Range
Behavioral disorders	5	12-21
Cerebral palsy	2	12-21
Mild mental retardation	5	12-21
Moderate mental retardation	10	12-21
Severe mental retardation	4	12-21
Profound mental retardation	3	12-21

Professionals/parents receiving services (training) through project activities:

Parents - 10
Business/industry personnel - 20
Teachers - 4
Undergraduate/graduate students - 1
Agency personnel - 30
Peer tutors - 2
Project personnel - 2
Job coaches - 4

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Goal Free, Decision Making, Professional Review, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers, Attitudes/perceptions regarding SE, Employer Survey

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities, Project impact on providers

Personnel Involved in Evaluation: Project Director, Project Staff

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Transition Coordinator, Transition Council of Douglas and Jefferson Counties, Parents, Families

PROJECT PRODUCTS:

Products	Date Available
Brochure	9/90
Newsletter	3/91
Parent handbook	4/91
Student handbook	4/91
Training manual	6/91
Project developed instruments	Ongoing
Slide presentation	6/91
Videotape	6/91
Curricula	6/92
Journal articles	7/91

PROJECT TITLE:
A Vocational Training and Employment Model for Youth with Disabilities: A Guarantee to Employment

PROJECT DIRECTOR:
Lawrence Dennis

PROJECT COORDINATOR:
Margo Vreeburg Izzo

CONTACT PERSON:
Margo Vreeburg Izzo

MAILING ADDRESS:
Center on Education and Training for Employment
Ohio State University
1900 Kenny Rd.
Columbus, OH 43210

TELEPHONE #: (800) 848-4815

INSTITUTE #: 264

COMPETITION #: 84.158N

PROJECT START DATE: 8/1/90
PROJECT END DATE: 7/30/93

PRIMARY GRANTEE:
State Education Agency

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The purpose of this three-year project is to implement and test an employment intervention program that assures that students with disabilities are fully integrated in competitive employment prior to graduation. For youth who cannot maintain employment prior to graduation, two options are available: (a) a thirteenth year is added to the secondary training and employment program, and/or (2) the student returns as an adult to gain additional training and employment assistance from the vocational program as permitted by Ohio House Bill 489. House Bill 489 assures that persons with disabilities may gain vocational services through vocational education at no cost to the individual. The primary goal of this project is to implement and test, through a true experimental design, an employment intervention program that adds a 13th year of additional training and employment for youth with disabilities who are at risk of not maintaining employment prior to program completion.

PROJECT FOCUS:

1. Utilize an IEP/ITP planning process to coordinate the activities of school and agency personnel, families, and employers/employees so that 50 youth with disabilities are placed in employment prior to leaving school.
2. To initiate a partnership with employers program that develops a co-worker mentor program.
3. To provide cross-agency training for school and agency personnel, families, and employers on implementing a coordinated training planning process.
4. To facilitate communication among local interagency task forces and the one state interagency task force so that policies and practices that promote transition to employment can be established and disseminated.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 500

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 150

Handicapping Condition	**No. Served**	**Age Range**
Cerebral palsy	1	18
Hearing impairment	1	18
Learning disability	20	17-20
Mild mental retardation	18	17-20
Moderate mental retardation	8	19-22
Visual impairment	1	19

Professionals/parents receiving services (training) through project activities:

Parents - 150	Agency personnel - 30
Business/industry personnel - 200	Peer tutors - 150
Teachers - 28	Project personnel - 6
Undergraduate/graduate students - 33	Vocational educators - 75

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Decision Making, Professional Review, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Social skill rating, Parent employment status

On Employers: Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider

Instrumentation:

Locally/Project Developed Instruments: Data Collection Form, Social Skills Rating Scale, Parent Survey

Personnel Involved in Evaluation: Project Coordinator, Project Staff, Staff Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report

Audience: OSERS, Transition Institute, Advisory Board, Ohio Div. of Voc. Education

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	4/91
Newsletter	2/91, 5/91
Training manual	4/91
Videotape	8/90
Journal articles	8/93
Replication manual	8/93

PROJECT TITLE:
Training and Employment Model Project

PROJECT DIRECTOR:
Robert A. Stodden, Ph.D.

PROJECT COORDINATOR:
William W. Woolcock, Ph.D.

CONTACT PERSON:
William W. Woolcock, Ph.D.

MAILING ADDRESS:
University of Hawaii at Manoa
Wist 211
1776 University
Manoa, HI 96822

TELEPHONE #: (808) 956-5714

INSTITUTE #: 265

COMPETITION #: 84.158N

PROJECT START DATE: 7/1/90
PROJECT END DATE: 6/30/93

PRIMARY GRANTEE:
University Affiliated Program

GEOGRAPHICAL AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The project's purpose is to assist the Honolulu School District in placing students with severe disabilities in competitive job sites with maximum training and support from families and employers. Our goals are: 1) business/education sectors collaboration, 2) procedures to support families, 3) collaboration with private sector, 4) employment fail-safe referral model, 5) measure employee/employer satisfaction, and 6) dissemination activities.

PROJECT FOCUS:

1. Expand job placements, prioritize paid employment for older students.
2. Provide parent, employer, teacher, and aide-training.
3. Develop strong working board of directors.
4. Increase integration in and out of school.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 35

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 100+

Handicapping Condition	No. Served	Age Range
Moderate mental retardation	25	14-20
Severe mental retardation	5	14-20
Multiple handicap	5	14-20

Professionals/parents receiving services (training) through project activities:

Parents - 29
Teachers - 17
Business/industry personnel - 20+
Project personnel - 3

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Decision Making, Case Study

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Individual acquisition, proficiency, maintenance, and generalization

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: VACG, Individual Instruction Programs - Data Collection and Analysis

Locally/Project Developed Instruments: Observation Form, Checklist, Rating Scale, Videotape Interview, Survey, Job Analysis Form

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board

Type of Evaluation Reporting and Audience:

Type: Brochure/Pamphlet, Quarterly Report Form

Audience: Consumers, OSERS, Advisory Board, Department of Education, Honolulu School District

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	Currently Available
Parent handbook	Fall 91
Training manual for teachers/aides	Fall 91
Project developed instruments	Ongoing
Videotape	Spring 91
Curricula	In development
Journal articles	In progress

PROJECT TITLE:
Employment as a Graduation Goal

PROJECT DIRECTOR:
Marc Hull

PROJECT COORDINATOR:
Timothy Flynn

CONTACT PERSON:
Susan Brody Hasazi

MAILING ADDRESS:
Department of Special Education
University of Vermont
405A Waterman Building
Burlington, VT 05405

TELEPHONE #: (802) 656-2936

INSTITUTE #: 266

COMPETITION #: 84.158N

PROJECT START DATE: 7/1/90
PROJECT END DATE: 6/30/93

PRIMARY GRANTEE:
State Educational Agency

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The purpose of this proposed project is to facilitate collaborative efforts related to overall school improvement/school restructuring at the local level in order to improve the educational opportunities and outcomes for all students, including those with disabilities. The project has identified seven Vermont high schools engaged in school improvement/ restructuring efforts. Each high school will receive technical assistance through the University of Vermont and other resources in a variety of areas including team building and collaborative planning, transition planning, community and employment service development, and additional areas of need targeted by individual districts.

PROJECT FOCUS:

1. Develop and implement exemplary vocational and employment opportunities in seven selected model high school sites which reflect promising practices in planning, curriculum and program design.
2. Participate in School Improvement Challenge Teams in the seven model site high schools to collaborate in the design of high school curriculum, programs and experiences which lead to improved post-school employment outcomes for students with handicaps.
3. Establish Family Transition Advisory Councils in each of the model sites to solicit guidance from families/students on the development of services which result in successful employment following graduation or exit from high school.
4. Establish local level agreements between the seven model schools and associated adult services agencies to ensure that graduates continue in, or move directly into, competitive or supported work without interruption of services or supports following exit from high school and maintain employment over time.
5. Increase the number of employers who provide paid work experiences to students during high school and competitive and supported employment opportunities to exiters/graduates.
6. Evaluate the project to determine overall impact and disseminate information on project processes and outcomes to state and national audiences.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 150

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 75

Handicapping Condition	**No. Served**	**Age Range**
Behavioral disorders	15	
Communications disorder	10	
Emotional disorder	10	
Learning disability	30	
Mild mental retardation	20	
Moderate mental retardation	15	
Severe mental retardation	10	
Profound mental retardation	5	
Multiple handicap	3	
Speech impairment	10	
Traumatic brain injury	2	
Economically disadvantaged	15	
Minority youth	10	

Professionals/parents receiving services (training) through project activities:

Parents - 100
Business/industry personnel - 50
Project personnel - 15
Agency personnel - 100
Teachers - 400-500

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Demographics, Assessment results, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Amount of direct service to employer

Instrumentation:

Commercially Available Instruments Used by Projects: VACG, Individual Skills Inventory

Locally/Project Developed Instruments: Summer Institute Evaluation Rating Scale, Consumer Satisfaction Questionnaire, Secondary Data Management Tracking Log, Post-School Follow-Up Questionnaire

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Dept. of Education

PROJECT PRODUCTS:

Products	**Date Available**
Training manual	6/92
Project developed instruments	4/91
Curricula	1/91
Journal articles	6/92

PROJECT TITLE:
Project S.T.R.I.V.E.

PROJECT DIRECTOR:
Cornelia Costello

PROJECT COORDINATOR:
Sandra Copman

CONTACT PERSON:
Sandra Copman

MAILING ADDRESS:
Boston Public Schools-High School Zone
Madison Park High School, Bldg. #1
55 New Dudley St.
Roxbury, MA 02119

TELEPHONE #: (617) 541-9122

INSTITUTE #: 267

COMPETITION #: 84.158N

PROJECT START DATE: 9/1/90
PROJECT END DATE: 8/30/93

PRIMARY GRANTEE:
Local Education Agency

GEOGRAPHICAL AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

Project S.T.R.I.V.E., a federally-funded for 3 years, is an essential part of the Boston Public Schools' overall high school initiative to place and train students with disabilities in a variety of private sector jobs, where wages are provided for real work performed, by the employers. Twenty-five students with multiple disabilities, ranging from moderate to severe and including many with motor impairments, are the federally-funded target group. These students are in transition from high school to work and community living. Over eight businesses are closely involved with this venture. The primary goal is for these students to have been job placed effectively such that post-high school, they will be employed. Other objectives and activities include life skills counseling, parent training, travel training, and community-based instruction.

PROJECT FOCUS:

1. Job placement and training, on-site, for at least 20 of the 25 clients.
2. Teacher and job coach inservice training.
3. Presentations regarding supported employment programs to a variety of school systems in order for replication to occur in other communities.
4. Continual job development efforts.
5. Individualized travel training of students to get to/from job site independently.
6. Life skills counseling to address a range of job-related and personal growth issues—conducted individually and in small groups.
7. Special conference for staff and others with Anne Donnellan speaking.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 100+

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 25

Handicapping Condition	**No. Served**	**Age Range**
Autism	1	16-22
Moderate mental retardation	3	16-22
Severe mental retardation	9	16-22
Multiple handicap	12	16-22

Professionals/parents receiving services (training) through project activities:

Parents - 50
Business/industry personnel - 30
Teachers - 20
Postsecondary faculty - 4
Agency personnel - 25
Peer tutors - 2
Project personnel - 15
Undergraduate/graduate students - 30

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Goal Free, Decision Making, Connoisseurship, Professional Review, Case Study, External Evaluator

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects: Vineland Adaptive Behavior Scales

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Third-Party Evaluator, Project Supervisor

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, VR, DD, DMR, DMH, School Committees, Universities, Hospitals, Businesses, School Systems, Communities

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	7/91
Newsletter/fact sheet	Currently available
Parent handbook	10/91
Student handbook	11/91
Training manual	12/91
Project developed instruments	Completed/ongoing
Slide presentation	7/91
Videotape	7/91
Curricula	7/91
Journal articles	9/91
Replication manual	6/93

PROJECT TITLE:
Statewide Transition and Facilitation Project

PROJECT DIRECTOR:
Beth Maguire

PROJECT COORDINATOR:
Ron Harrison

CONTACT PERSON:
Ron Harrison

MAILING ADDRESS:
University of Kentucky
IHDI-STAF Project
113 Mineral Industries Building
Lexington, KY 40506-0051

TELEPHONE #: (606) 257-8104, 258-4697
or 1-800-333-9177

INSTITUTE #: 268

COMPETITION #: 84.158N

PROJECT START DATE: 8/90
PROJECT END DATE: 8/93

PRIMARY GRANTEE:
State Educational Agency

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The project will foster implementation of successful community-based transition services in the 30 school districts that entered the state program during the 1989-90 school year. It will strive to facilitate entry of an additional twenty school systems in the 1990-91 school term. It is projected that project assistance will allow for 15 more districts to enroll in the work transition program during each of the remaining two years of STAF federal funding, for a total of 80 participating districts at the end of the grant period. The project will also further statewide availability of integrated community-based adult service support systems in each local community implementing the sate transition program. This project will represent a cooperative, state level, interagency effort to institute a coordinated, comprehensive approach to transition for all Kentucky school systems. A coordinated effort will be made to work with parents to enlist their awareness, support, and involvement in the state transition program. Activities will be pursued at the state and local level to market the benefits for employers of providing training and job placement opportunities for students with disabilities.

PROJECT FOCUS:

1. Provide inservice training for teachers and job trainers.
2. Inservice training for VR staff.
3. Provide technical assistance; on-site and via 1-800 number to LEAs.
4. Develop computer forms for LEAs to use in CBWTP.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 780

Handicapping Condition	No. Served	Age Range
Autism	4	Not indicated
Behavioral disorders	3	Not indicated
Hearing impairment	19	Not indicated

Learning disability	165	Not indicated
Moderate mental retardation	338	Not indicated
Severe mental retardation	195	Not indicated
Multiple handicap	25	Not indicated
Visual impairment	31	Not indicated

Professionals/parents receiving services (training) through project activities:

Parents - 45
Business/industry personnel - 75
Postsecondary faculty - 3
LEA Administrators/support staff - 100
Agency personnel - 50
Teachers - 155
Undergraduate/graduate students - 95
Job trainers - 35

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Connoisseurship, Professional Review

Type of Date/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Progress in employment training programs, Degree of integration, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Degree of collaboration between project and providers, Amount of direct service to provider, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: Community Based Evaluation, Job Coach Model

Locally/Project Developed Instruments: Conference Evaluation Form

Personnel Involved in Evaluation: Project Director, Project Coordinator, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers, OSERS, Advisory Board, Department of Education, Department of Vocational Rehabilitation, Employers

PROJECT PRODUCTS:

Products	Date Available
Brochure	12/90
Newsletter	3/91
Training manual	12/90
Project developed instruments	12/90
Slide presentation	12/91
Journal articles	8/91
Poster presentation	8/91

PROJECT TITLE:
Expanding Vocational Options for Students with Severe Disabilities

PROJECT DIRECTOR:
Katherine J. Inge and Paul Wehman

PROJECT COORDINATOR:
Stacy Dymond

CONTACT PERSON:
Katherine J. Inge

MAILING ADDRESS:
VCU-RRTC Box 2011
1314 W. Main St.
Richmond, VA 23284

TELEPHONE #: (804) 367-1851

INSTITUTE #: 269

COMPETITION #: 84.158N

PROJECT START DATE: 7/90
PROJECT END DATE: 6/93

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The Vocational Options Project is designed to provide community based vocational training and supported employment placements to students with severe disabilities. Students are referred from local school programs and must be between the ages of 16-22. In addition, they must possess the characteristics which adhere to the federal definition of youth with severe handicaps. The project's primary goal is to facilitate transition from school to work for students who typically have not been served by supported employment programs.

PROJECT FOCUS:

1. Provide community-based vocational training to 14-18 students. Each individual selected will receive training two hours a day, four times a week. Students will rotate through three different job sites for approximately six weeks each.
2. Begin development of supported employment placements for these students.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 32

Handicapping Condition	No. Served	Age Range
Multiple handicap	32	16-22

Professionals/parents receiving services (training) through project activities:

Parents - 65
Agency personnel - 20-25
Teachers - 100-200
Business/industry personnel - 30
Undergraduate/graduate students - 15-20
Supported employment personnel - 300-400

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Goal Free, Professional Review, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Locally/Project Developed Instruments: Consumer Situational Assessment, RRTC-VCU Form, Vocational Options Referral Interview Process, RRTC Consumer Assessment Procedure

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Brochure/Pamphlet, Project Monograph

Audience: OSERS, Transition Institute, Community Service Boards, School Systems, Parents

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	Currently available
Newsletter	Spring 92
Training manual	Summer/Fall 91
Curricula	Ongoing
Journal articles	Spring 92
Replication manual	Fall 92

COMPETITION PROFILE: CFDA 84.078C

POSTSECONDARY DEMONSTRATION PROJECTS

INITIAL COMPETITION: 3/7/85
SECOND COMPETITION: 12/16/85
THIRD COMPETITION: 12/8/86
FOURTH COMPETITION: 12/18/87
FIFTH COMPETITION: 11/10/88
SIXTH COMPETITION: 9/14/89

PURPOSE OF COMPETITION

The purpose of this competition was to provide assistance for the development, operation, and dissemination of specially designed model programs of postsecondary, vocational, technical, continuing, or adult education for individuals with disabilities. The absolute priority for this competition was model projects of supportive services to individuals with handicapping conditions, other than deafness, that focus on specifically adapted or designed educational programs that coordinate, facilitate, and encourage education of these individuals with their nondisabled peers. Applicants were encouraged to consider program and curricular adaptations or modifications or the creation and enhancement of placement linkages that would improve the transition to work. In the initial competition, applicants were encouraged to develop models of generic postsecondary services for students, which improve the transition to work, including program adaptation, curricula design and modification, program organization, and placement linkages.

Projects in vocational technical schools and institutions and at community colleges and other two-year institutions were especially invited. Projects were to produce information and practices that would facilitate replication in other agencies and improve work opportunities for persons with disabilities served in postsecondary settings.

The next two competitions also focused on the absolute priority of the initial competitions; however, the invitational priority for thse competitions specified a focus on individuals with specific learning disabilities. In addition, the third competition emphasized a focus on new or innovative models of improved support services, curricular modifications, and/or program adaptations for students with disabilities. The fourth competition priority supported model programs that provide development or refinement of employment-related skills to youths with mild and moderate disabilities.

In the fifth competition, the priority was to improve vocational outcomes for youths who have recently completed secondary education programs, and to focus on short- and long-term educational interventions necessary to assist youths in securing competitive employment.

In the sixth competition, emphases included (a) locating and serving youths and adults with disabilities who are in need of continued educational services, working cooperatively with secondary schools, as appropriate; (b) achieving appropriate job placements for persons with disabilities served through individualized education interventions; and (c) providing follow-up and follow-along activities for persons with disabilities served in the project who are placed in jobs.

AUTHORITY

Authority for this program is contained in Section 625 of Part C of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

State education agencies, institutions of higher education, junior and community colleges, vocational and technical institutions, and other nonprofit educational agencies were eligible for each of the six competitions.

FUNDS AVAILABLE

Approximately $1,000,000 was available for support of an estimated 12-14 new grants in fiscal year 1985. The approximate amount available for the second competition (fiscal year

1986) was $800,000 for support of 12 new demonstration projects. The approximate funds available for FY 1987 was $1,000,000 for an estimated 10 awards. In FY 1988, the approximate amount of funds for 11 awards were $1,000,000, and for the fifth competition (FY 1989), approximately $800,000 was available for an additional 10 model projects. Finally, for FY 1990, approximately $1,159,000 was available for an estimated 12 awards.

NUMBER OF GRANTS AWARDED

In FY 1985, 14 demonstration grants were awarded, and in FY 1986, 13 new demonstration grants were awarded. Twenty new grants were awarded in FY 1987, 11 in FY 1988, nine in FY 1989, and nine for FY 1990.

DURATION OF GRANTS

For FY 1985 and FY 1986, grant approval was for two- and three-year periods, subject to an annual review of progress and availability of funds. For FY 1987, grant approval was for one-, two-, and three-year periods. All grants awarded in FY 1988-1990 were for a three-year period. Forty-eight out of the total 76 awards have expired to date.

SUMMARY OF 84.078C PROJECT PROFILES

POSTSECONDARY DEMONSTRATION PROJECTS

GEOGRAPHIC AREA SERVED

Of the 28 current projects, 12 indicate serving a region within a state, six report serving a county, and four a city of more than 100,000 people. Of the remaining six projects, two indicate serving a region of the nation, two report serving a state, one reports serving a town of 10,000 to 500,000 people, and one reports serving a city of 50,000 to 100,000 people.

PRIMARY GRANTEE

Ten universities, 10 community colleges, and two private nonprofit agencies received grant awards under this competition. Two area vocational centers, one public school, one university-affiliated program, one state education agency, and one tribal vocational rehabilitation program also were awarded grants under this competition.

PROJECT PARTICIPANTS

The current projects report 3,343 individuals with disabilities receiving direct services over the entire funding period. Projects also were asked to estimate the total number of persons with disabilities who will receive benefit from services such as training. An estimated 45,681 persons will be impacted. Of the target population for this competition, 54% (1,701) are individuals with learning disabilities; 12% (369) are people with mild mental retardation; 8% (245) have chronic mental illness; and 6% (180) have physical handicaps.

All projects indicate the provision of related service components, specifically, training and service to 1,386 postsecondary faculty, 1,369 undergraduate students, 964 teachers, 532 members of the business community, 470 agency personnel, 385 parents, 285 project personnel, 202 other individuals, and 197 peer tutors.

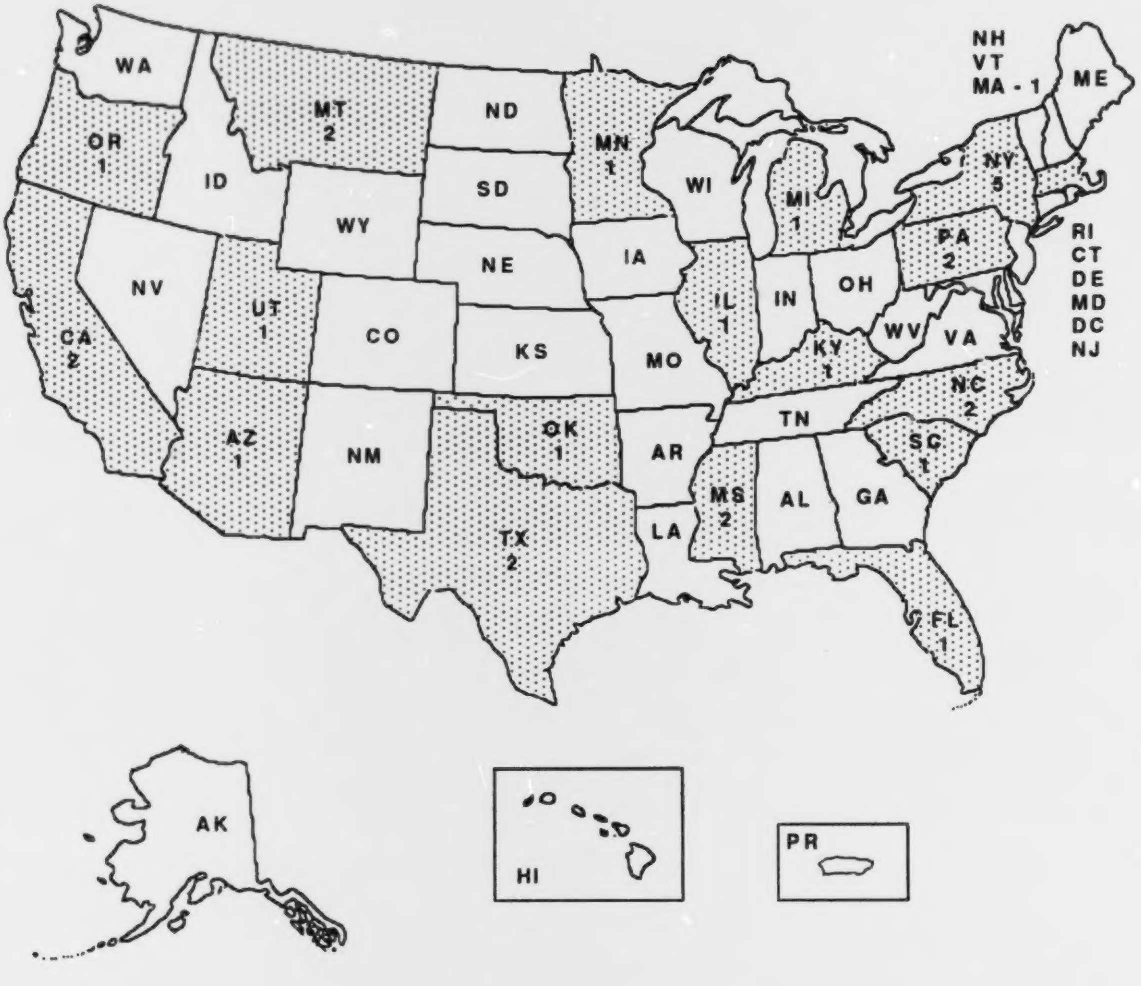
COOPERATING AGENCIES

All projects indicate involvement with cooperating agencies or organizations: 18 report cooperation with state agencies, 10 with public secondary schools, nine with community colleges, eight with either area vocational centers or Associations for Learning Disabilities, and seven report working with for-profit agencies and state education agencies. Five projects report cooperation with community rehabilitation facilities and nonprofit agencies; four are working with JTPAs, research institutions, and private secondary schools; three projects indicate cooperation with parent organizations, universities, state MH/DD agencies and other groups; two report cooperating with university affiliated programs; and one reports cooperation with a State Council for DD Services.

Location of 84.078C Projects

Geographic Distribution of Current 84.078C Projects as of May 1991

(N = 28)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KY 1
NC 2
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PROJECT TITLE:
Center for Assessment and Training for the Handicapped

PROJECT DIRECTOR:
Carolyn Allen

PROJECT COORDINATOR:
Margaret Edmonds/Walter D. Johnson

CONTACT PERSON:
Carolyn Allen

MAILING ADDRESS:
Valencia Community College
P.O. Box 3028
Orlando, FL 32802

TELEPHONE #: (407) 299-5000

INSTITUTE #: 210

COMPETITION #: 84.078C

PROJECT START DATE: 7/1/88
PROJECT END DATE: 6/30/91

PRIMARY GRANTEE:
Community/Junior/Technical College

GEOGRAPHICAL AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

Valencia Community College will provide a replicable model postsecondary program that develops and refines the employment related skills of students with mild and moderate handicaps, thereby increasing the job placement rate for handicapped individuals. The project will provide the tools and methods for supportive services that enable handicapped persons to complete their postsecondary education and achieve a successful transition to the business world. Valencia will utilize the grant to provide the Center for Assessment and Training which will include a Work Evaluation Program, a Job Readiness and Employability Skills Program, a Co-op Placement Component, a Physical Fitness Assessment, and a Job Placement and Follow-up Service. In addition, there will be a comprehensive assessment of the A.S. degree programs and employers will be encouraged to consider hiring qualified individuals with disabilities.

PROJECT FOCUS:

1. Continue to work with the Advisory Board as they assist with this years objectives: establishing co-op placements, marketing the program to community businesses, sponsoring national dissemination project.
2. Continue to provide work evaluation and expand upon the vocational counseling process.
3. Continue to utilize the Job Readiness Component.
4. Utilize Oasys System on individual student basis.
5. Establish a video product for students and employers.
6. Continue a follow-up program for students.
7. Sponsor a national dissemination conference.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 450

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 450

Handicapping Condition	**No. Served**	**Age Range**
Cerebral palsy	12	17+
Deaf/blind	9	17+
Developmental disability	6	17+
Emotional disorder	27	17+
Epilepsy	6	17+
Health impairment	6	17+
Hearing impairment	6	17+
Learning disability	60	17+
Multiple handicap	7	17+
Physical handicap	65	17+
Speech impairment	1	17+
Spinal cord injury	18	17+
Traumatic brain injury	10	17+
Visual impairment	14	17+
Substance abuse	29	17+
Other (not specified)	21	17+

Professionals/parents receiving services (training) through project activities:

Parents - 20
Business/industry personnel - 40
Teachers - 25
Postsecondary faculty - 50
Agency personnel - 75
Peer tutors - 20
Project personnel - 3
Undergraduate/graduate students - 190

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: Apticom, Career Assessment Inventory, Harrington, O'Shea, Myers-Briggs, Asset

Locally/Project Developed Instruments: Resume Checklist/Worksheet, Job Search Guide, Pre-Employment Interview, Case History, Student Survey, Evaluation Questionnaire, Release/Request to Outside Agencies, Employer Hot Line List

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, DOE, VR, DBS, Community Colleges, Employment Agency

PROJECT PRODUCTS:

Products	Date Available
Brochure	9/89
Newsletter	6/90
Videotape	2/91
Journal articles	2/91
Replication manual	6/91

PROJECT TITLE:
Project CAREER

PROJECT DIRECTOR:
Dr. Carol Clymer-Spradling

PROJECT COORDINATOR:
Jayne P. Merrill

CONTACT PERSON:
Jayne P. Merrill

MAILING ADDRESS:
El Paso Community College
Rio Grande Campus, Literacy Center
P.O. Box 20500
El Paso, TX 79998

TELEPHONE #: (915) 534-4159

INSTITUTE #: 211

COMPETITION #: 84.078C

PROJECT START DATE: 9/1/88
PROJECT END DATE: 8/31/91

PRIMARY GRANTEE:
Community/Junior/Technical College

GEOGRAPHICAL AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The primary objects of Project CAREER are as follows: (a) provision of intensive, short-term job training, (b) assistance in job placement, (c) assistance in educational re-entry into credit programs, and (d) dissemination of project products and information. The target population is learning disabled (75%) and orthopedically impaired (25%) adults between the ages of 17-36. Additional support components include personal, academic, and career counseling and basic skills training utilizing computer-assistance instruction. Weekly "self-empowerment" workshops, emphasizing self-motivation and job-readiness skills, are also a vital component of the project.

PROJECT FOCUS:

1. Develop and implement two additional job-training curricula.
2. Recruit additional program participants.
3. Facilitate student completion of program.
4. Assist with job-placement for Project CAREER graduates.
5. Follow-up with employees/employers.
6. Facilitate graduates' re-entry into credit programs.
7. Disseminate project information.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 150

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 100/Actual, 200/Projected

Handicapping Condition	No. Served	Age Range
Learning disability	75	17-36
Multiple handicap	20	17-36
Physical handicap	5	17-36

Professionals/parents receiving services (training) through project activities:
Business/industry personnel - 10
Project personnel - 20
Postsecondary faculty - 20

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Professional Review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained

On Employers: Characteristics/demographics, Employer satisfaction with project activities

On Postsecondary Education: Characteristics/demographics

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS-R, TONI, VIAS, SDS-E, WRAT-R, Woodcock-Johnson Achievement Battery/Revised

Locally/Project Developed Instruments: Course-specific Competency Checklists, Employee Rating Scale, Employer Rating Scale, Student Exit Survey, Intake Interview, Job Interest Survey, Job Market Analysis Form, IEP/ICP Form

Personnel Involved in Evaluation: Project Coordinator, Project Staff, Advisory Board, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report

Audience: Consumers, Advisory Board

PROJECT PRODUCTS:

Products	Date Available
Brochure	3/89
Newsletter	1/90
Project developed instruments	3/89
Slide presentation	10/89
Curricula	5/89
Journal articles	8/91

PROJECT TITLE:
Demonstration Project for Youths with Mild and Moderate Disabilities Using Counselors and Trainers

PROJECT DIRECTOR:
Rita Curl

PROJECT COORDINATOR:
Linda Chisholm

CONTACT PERSON:
Rita Curl

MAILING ADDRESS:
DCHP-UMC 6800
Utah State University
Logan, UT 84322

TELEPHONE #: (801) 750-1993

INSTITUTE #: 212

COMPETITION #: 84.078C

PROJECT START DATE: 7/88
PROJECT END DATE: 6/91

PRIMARY GRANTEE:
University Affiliated Program

GEOGRAPHICAL AREA SERVED:
A town of 10,000 to 50,000 people

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The purpose of this demonstration project is to develop and evaluate a program to conduct entry-level job training in integrated business settings for youths with mild and moderate handicaps who have recently completed or dropped out of secondary education programs. The Co-worker Training Program, developed at Utah State University, will be used to conduct job training for youths with mild and moderate handicaps employed at these businesses. Preplacement assessments, prerequisite training, and supplementary training will be completed to facilitate job tenure and promote upward mobility.

PROJECT FOCUS:

1. Identify secondary student dropouts and postsecondary students with handicapping conditions, including learning disabilities, mental retardation, communication disorders.
2. Complete assessments of individual participants.
3. Write Individualized Educational Plans to identify long and short term goals; interventions for preplacement, on-the-job, and post-entry level training; and evaluation procedures.
4. Conduct pre-work rehearsals to teach basic social skills, social-vocational skills, and academic skills as needed to prepare trainees for job responsibilities.
5. Conduct on-the-job training in competitive business using co-workers currently employed by the business as trainers. Provide any necessary retraining.
6. Survey employers, co-workers, and youths with mild and moderate handicaps to determine adequacy of trainees' job performance.
7. Conduct follow-up with youths who complete the Co-worker Training and Transition Model Program.
8. Prepare providers at a replication site to use the Co-worker Model.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 42

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 64

Handicapping Condition	**No. Served**	**Age Range**
Behavioral disorders	15	15-24
Communications disorder	3	18-20
Emotional disorder	3	17-20
Epilepsy	2	20-23
Hearing impairment	2	18-23
Learning disability	24	16-25
Mild mental retardation	14	18-23

Professionals/parents receiving services (training) through project activities:

Business/industry personnel - 25
Teachers - 40
Postsecondary faculty - 1
Peer tutors - 2
Project personnel - 2

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Case Study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Residential outcomes, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Provider satisfaction with project activities

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff

PROJECT PRODUCTS:

Products	**Date Available**
Training manual	Currently available
Project developed instruments	Not indicated
Slide presentation	Not indicated
Videotape	Not indicated
Journal articles	Not indicated
Replication manual	2/91

PROJECT TITLE:
Vocational and Literacy Development for
the Mildly Handicapped Offender

PROJECT DIRECTOR:
Keith Curry

CONTACT PERSON:
Keith Curry

MAILING ADDRESS:
State University College at Buffalo
1300 Elmwood Ave., KH 210
Buffalo, NY 14222

TELEPHONE #: (716) 878-5313

INSTITUTE #: 213

COMPETITION #: 84.078C

PROJECT START DATE: 7/1/88
PROJECT END DATE: 6/30/91

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

Fifty-seven mildly handicapped individuals were selected over a three-year period from the courts and arrested population in a local holding center. The clients were given remedial and compensatory reading instruction using a functional curriculum tailored to each individual. Instructional methods were a combination of those proven effective with adults, and new and creative motivating approaches. Referrals were made to vocational training agencies and on-the-job supervision was also provided by project staff. Because this program was housed on a college campus, the project involved individuals who had been arrested for charges not involving force or physical harm. This was a cooperative effort between the State University College at Buffalo, Community Services for the Developmentally Disabled, Inc., Western New York Association for the Learning Disabled, Inc., Erie County Pre-Trial Service, and the Erie County Sheriff's Department.

PROJECT FOCUS:

To implement a literacy and vocational referral program for 57 individuals who are mildly retarded or learning disabled. The curriculum was totally functional and individualized, encompassing any needed life skills into the literacy instruction. Examples were: bill paying, recipe reading, meal preparation, child care, personal care, accessing services through the bureaucracy, and working toward the GED.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 57

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 57

Handicapping Condition	No. Served	Age Range
Learning disabled	17	16-30
Mild mental retardation	31	16-33
Emotional disorder	14	16-33
Undiagnosed	3	16-33

Professionals/parents receiving services (training) through project activities:

Agency personnel - 50
Project personnel - 5
Teachers - 25
Undergraduate/graduate students - 15

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Professional Review, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Degree of collaboration between project and providers

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS-R, WISC-R, Stanford-Binet Revised, Peabody Picture Vocabulary, Woodcock-Johnson Psycho-Educational Battery, Key Math Test

Locally/Project Developed Instruments: Developmental Disabilities Screening Questionnaire, Admission Form Application for Services, Routing/Verification/ Agreement Form, Ecological Inventories, Individualized Curriculum-Based Assessment, Informal Reading Inventory

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report,

Audience: OSERS, Transition Institute, State Agency, Commission of Education, Developmental Disabilities/Handicapped Offender Task Force, State Legislative Committees, Secondary Educators, Special Educators

PROJECT PRODUCTS:

Products	**Date Available**
Videotape	Currently available
Project developed instruments	Currently available
Case studies	Currently available
Curricula	N/A
Journal articles	N/A

PROJECT TITLE:
Community Scholar Program: Postsecondary Education and Training for the Psychiatrically Disabled

PROJECT DIRECTOR:
Judith A. Cook, Ph.D.

PROJECT COORDINATOR:
Joseph Kerouac

CONTACT PERSON:
Judith A. Cook, Ph.D.

MAILING ADDRESS:
Thresholds National Research and Training Center
561 W. Diversey Parkway, Suite 210-A
Chicago, IL 60614

TELEPHONE #: (312) 348-5522

INSTITUTE #: 214

COMPETITION #: 84.078C

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/91

PRIMARY GRANTEE:
Private Non-Profit Agency

GEOGRAPHICAL AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of this program is to expand opportunities in higher education and postsecondary vocational training for persons with severe and persistent mental illness. This is accomplished through the development and field testing of a multi-component transition model for moving psychiatrically disabled clients into college or technical school enrollment while avoiding rehospitalization and maintaining part-time employment. This model delivers services based on principles of remedial instruction, successive approximation, integration with non-handicapped peers, ongoing mobile vocational and educational support, student follow-along, and establishment of inter-organizational linkages.

PROJECT FOCUS:

1. Three different postsecondary education preparation classes offered.
2. Inservice training for postsecondary faculty and staff at Chicago-area campuses.
3. Collection of data for research purposes (e.g., psychological assessments, test scores, program utilization histories).
4. Ongoing support of students in postsecondary programs.
5. Development and publication of class curricula.
6. Ongoing study of teachers' attitudes toward students with mental illness.
7. Provide tutoring services for students in program.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 150

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 150

Handicapping Condition	No. Served	Age Range
Chronic mental illness	150	17+

Professionals/parents receiving services (training) through project activities:
Postsecondary faculty - 240

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained

On Employers: Characteristics/demographics

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities, Postsecondary providers' attitudes toward students with handicaps

Instrumentation:

Commercially Available Instruments Used by Projects: WRAT, TABE, Harrington-O'Shea, Coping Mastery, Social/Leisure Time Activities Scale, Rosenberg Self-Esteem Scale

Locally/Project Developed Instruments: Thresholds Work Reporting Form, Support Plan Checklist (IEP), Classroom Achievement Rating, Client Satisfaction Scale, CSP Class/Group Evaluation, 12-Month Interview, Goal Attainment Survey, Client Satisfaction with Groups/Class Evaluation, Faculty Inservice Evaluation, Referral Form: CSP Support Logs

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Staff Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Conference presentations and research papers

Audience: Consumers, OSERS, Transition Institute, Any agencies or individuals requesting information

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	Currently available
Student handbook	10/91
Training manual	8/91
Project developed instruments	Currently available
Videotape	8/91
Curricula	8/91
Journal articles	92

PROJECT TITLE:
Project TEST CORE

PROJECT DIRECTOR:
Dr. William Wiener & Dr. Jack Humbert

PROJECT COORDINATOR:
Lorna Garton

CONTACT PERSON:
Dr. Jack Humbert

MAILING ADDRESS:
Consumer Resources and Technology
Western Michigan University
1010 Trimpe Bldg.
Kalamazoo, MI 49008

TELEPHONE #: (616) 387-3720

INSTITUTE #: 216

COMPETITION #: 84.078C

PROJECT START DATE: 8/88
PROJECT END DATE: 6/91

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of Project TEST CORE is to generate employment opportunities for blind and visually impaired persons through the acquisition of technical, life-survival, and employability skills through a training and placement network composed of higher education, secondary and postsecondary vocational education, and rehabilitation. This is a collaborative effort between Western Michigan University, Departments of Blind Rehabilitation and Vocational Education, Michigan Commission for the Blind, Jenkins Goodwill Industries, and the Calhoun Area Vocational Center. Therefore, one of the prime objectives is to provide effective networking. The objectives of the project are: (a) providing vocational education teachers and blind rehabilitation specialists the methods and adaptive equipment skills needed to work with the target population; (b) providing blind and visually impaired adults with training, support services, and work experiences needed to help make the transition from school to work; and (c) developing an assessment and delivery system which will minimize stereotyping of vocations of blind and visually impaired persons.

PROJECT FOCUS:

1. Development and completion of a formal evaluation of the project.
2. Continued education of teachers regarding the special needs of project participants and career opportunities.
3. Continued development of co-op sites and competitive job opportunities.
4. Production of a videotape describing the Vocational Center and Project TEST CORE.
5. Several case studies to be used as evaluative information.
6. Final report and journal article for the purposes of discrimination and replication.
7. Planning for another project with expansion of sites and objectives.
8. Networking with the Michigan Commission for the Blind and Project Synergee for placement assistance.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 20

Handicapping Condition	**No. Served**	**Age Range**
Deaf/blind	1	20-25
Visual impairment	19	20-55

Professionals/parents receiving services (training) through project activities:

Teachers - 8
Graduate practicum students - 2
Postsecondary faculty - 2
Readers/interpreters - 2

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Case studies

On Employers: Degree of collaboration between project and employers, Amount of direct service to employer, Co-op student performance evaluation

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: BETA, WAIS, Ravens Progressive Matrixes, Bennett, DAT, Crawford, SRA Mechanical, VALPAR, CHOICE, Vocational Assessment and Curriculum Guide, Singer, SRA Verbal/Reading/Math/ Computer Aptitude, Peabody Picture, Woodcock, WRAT, MOIS, Becker, COPE, WROIT, GEIST, COPS, 4 Sights Network, Project TEST CORE Assessment Form, Purdue, PA Bi-Manual, 16 Personality, Gates, Macginitie, Wide Range Achievement, General Clerical-Parts 3-5, Computer Aptitude & Interest Profile, Tower Clerical

Locally/Project Developed Instruments: Student Performance Evaluation for Co-op, Daily Living Skills/O&M Assessment, Teacher Interview, Instructor Needs Assessment Survey, Project Evaluation Questionnaires

Personnel Involved in Evaluation: Project Director, Project Coordinator, Advisory Board, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Case Studies

Audience: Consumers, Advisory Board, M.C.B. Counselor, Goodwill Industries, Staff and Administration at Vocational Center

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	Fall 89
Project developed instruments	Spring 90
Videotape	Summer 90
Journal articles	Summer 91

PROJECT TITLE:
Project WE CAN

PROJECT DIRECTOR:
Dr. Glen Hendren

PROJECT COORDINATOR:
Dr. Sonja Burnham

CONTACT PERSON:
Dr. Sonja Burnham

MAILING ADDRESS:
Dept. of Counselor Education
Drawer GF
Mississippi State, MS 39762

TELEPHONE #: (601) 325-3331

INSTITUTE #: 217

COMPETITION #: 84.078C

PROJECT START DATE: 8/89
PROJECT END DATE: 8/91

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A region with a state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The purpose of Project WE CAN (Working with Employers in Cooperative Agency Networking) is to enhance employment opportunities of youth with mild to moderate handicaps. A transition model for postsecondary youth, ages 16-25 will be developed to be used by counties who are involved in replicating the model. Youth will be referred to appropriate sources (e.g., Vocational Rehabilitation Vocational/Technical Schools). Training on transition will be provided to service providers and employers. Facilitating employer-service provider networking is also a project goal.

PROJECT FOCUS:

1. Two regional workshops with educators, service providers, employers (30).
2. Facilitate model implementation in three additional counties.
3. Complete a final evaluation of project with follow-up on all participants in project.
4. Provide employer training.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 250

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 170

Handicapping Condition	No. Served	Age Range
Learning disability/mild mental retardation	250	16-25

Professionals/parents receiving services (training) through project activities:

Agency personnel - 25
Teachers - 25
Undergraduate/graduate students - 1
Business/industry personnel - 100
Project personnel 5
Employers

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Goal Free

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Employer satisfaction with project activities

On Postsecondary Education: Characteristics/demographics, Amount of direct service to provider

Instrumentation:

Locally/Project Developed Instruments: Demographic Information, Successful Employment Survey, Agency Referral Form Letter (follow-up)

Personnel Involved in Evaluation: Project Coordinator, Project Staff, Advisory Board

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: OSERS, Transition Institute, Advisory Board, State Agencies

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	11/30/88
Training manual	8/1/90
Project developed instruments	3/1/90
Videotape	1/1/89
Journal articles	8/91
Replication manual	8/91

PROJECT TITLE:
Instructional Methods for Promoting Academic Career Training

PROJECT DIRECTOR:
Kathleen E. McKean, Ph.D.

PROJECT COORDINATOR:
Deborah A. Murphy

CONTACT PERSON:
Kathleen E. McKean

MAILING ADDRESS:
Child Service Demonstration Center
123 E. Broadway
Cushing, OK 74023

TELEPHONE #: (918) 225-1882

SPECIAL NET USER ID #: OKOCSDC

INSTITUTE #: 218

COMPETITION #: 84.078C

PROJECT START DATE: 8/87
PROJECT END DATE: 8/91

PRIMARY GRANTEE:
Area Vocational Center

GEOGRAPHICAL AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

Project IMPACT responds to the demand for postsecondary transition education for adults with mild handicapping conditions. The project enables this student to obtain postsecondary vocational training by enhancement of CAVT courses. Training is offered in basic skills; technical related skills; employability skills; study skills; survival skills; vocational and personal counseling, as well as on-the-job training.

PROJECT FOCUS:

1. Develop video to complement and reinforce the training manual.
2. Disseminate teacher training handbook
3. Disseminate curricula
4. Maintain present services with alternative funding.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 25,120

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 156

Handicapping Condition	No. Served	Age Range
Behavioral disorders	2	21-35
Cerebral palsy	1	32
Chronic mental illness	1	38
Communications disorder	2	22-37
Developmental disability	2	18-25
Emotional disorder	2	18-23
Epilepsy	1	24
Learning disability	137	18-62

Mild mental retardation	5	18-43
Multiple handicap	2	18-45
Physical handicap	1	53

Professionals/parents receiving services (training) through project activities:

Agency personnel - 9	Business/industry personnel - 12
Teachers - 550	Project personnel - 20
Postsecondary faculty - 115	Undergraduate/graduate students - 550

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained

On Employers: Characteristics/demographics, Employer satisfaction with project activities

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: Beta, View, Quality of Life Questionnaire, WRAT-R, TABE, The Career Maturities Inventory

Locally/Project Developed Instruments: Work satisfaction evaluation used for students after they are on the job. Work performance evaluation used for the employers input. Counseling contact used for keeping track of students' status in program. Quality of Life Questionnaire, Career Maturity Inventory, Individual Education Plan

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board, Third-Party Evaluator, Staff Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Brochure/Pamphlet

Audience: OSERS, Transition Institute, Advisory Board

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	1/90
Videotape	1/91
Curricula	Ongoing
Replication manual	4/90

PROJECT TITLE:
Project Cloverleaf

PROJECT DIRECTOR:
Dr. Bernard Minnis

PROJECT COORDINATOR:
Tom Birmingham

CONTACT PERSON:
Tom Birmingham

MAILING ADDRESS:
VanHoose Education Center
3332 Newburg Rd.
Louisville, KY 40232

TELEPHONE #: 8/1/88

SPECIAL NET USER ID #: H078C80066-90

INSTITUTE #: 219

COMPETITION #: 84.078C

PROJECT START DATE: 8/1/88
PROJECT END DATE: 8/1/91

PRIMARY GRANTEE:
Local Education Agency

GEOGRAPHICAL AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The goal of the project is for young adults with mild handicaps to achieve transition into paid, meaningful employment. Project Cloverleaf coordinates personnel from multiple agencies and organizations to combine their resources, energies and expertise to achieve this goal. The project operates through a four phase assessment process designed to highlight participants skills and strengthen their weaknesses. After assessment, four educational options are available to participants—skills classes and supervised job training. Persons eligible to participate in Project Cloverleaf are postsecondary LD and EMH young adults between the ages of 17 and 22.

PROJECT FOCUS:

1. Contact potential participants
2. Hold orientation meetings for interested participants
3. Schedule participants for assessment.
4. Certify participants as a client of vocational rehabilitation
5. Develop individual education plans
6. Contact potential employers.
7. Conduct small group social employability skills sessions.
8. Facilitate participants enrollment in adult education classes or alternative high school program.
9. Provide individual assistance as needed.
10. Place participants on job sites.
11. Provide training in the use of mass transit.
12. Publicize project goals and activities.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 300

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 300

Handicapping Condition	**No. Served**	**Age Range**
Learning disability	300	17-22

Professionals/parents receiving services (training) through project activities:
Project personnel - 6

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Professional Review, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained

On Employers: Characteristics/demographics, Employer satisfaction with project activities

On Postsecondary Education: Characteristics/demographics, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS-R, Vocational Assessment, Test of Adult Basic Education

Locally/Project Developed Instruments: Employer Evaluation Form, Intake Interview, Parent Evaluation Form

Personnel Involved in Evaluation: Project Staff

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report

Audience: Office of Vocational Rehabilitation, Research Department Jefferson County Public Schools

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	Currently available
Parent handbook	Currently available
Project developed instruments	Currently available
Journal articles	Currently available
Replication manual	7/91

PROJECT TITLE:
Provide Students with Handicaps Access to Vocational and Job Placement Programs

PROJECT DIRECTOR:
Dr. Bud Fredericks

CONTACT PERSON:
Paula Grigsby

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Linn-Benton Community College
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Albany, OR 97321

TELEPHONE #: (503) 928-2361, ext. 299

INSTITUTE #: 220

COMPETITION #: 84.078C

PROJECT START DATE: 7/1/88
PROJECT END DATE: 6/30/91

PRIMARY GRANTEE:
Community/Junior/Technical College

GEOGRAPHICAL AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:
The purpose of this project is to provide students with mild or moderate disabilities access to community college vocational programs and community job placement.

PROJECT FOCUS:

1. Assist 24 students in accessing community college vocational programs.
2. Place 15 students in paid employment positions within the community.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 52

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 52

Handicapping Condition	No. Served	Age Range
Autism	1	33
Cerebral palsy	2	26-45
Communications disorder	2	21-27
Emotional disorder	5	30-45
Epilepsy	2	20-32
Hearing impairment	1	38
Learning disability	15	21-38
Mild mental retardation	22	20-54
Traumatic brain injury	2	23-54

PROJECT EVALUATION PLAN:
Evaluation Approach(es): Goal Based

Type of Date/Information Being Collected:
On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: WJPEB-R, WAIS-R, TOWL, Peabody Picture Vocabulary Test, Social Skills Form, Self-Esteem Form, Personal Grooming Form, Placement Exam, Burns and Row, Key Math, IRI, Test Scores Form, Extra-Curriculum Form

Locally/Project Developed Instruments: Initial Interview Form, Inter-Agency Referral Form, Intake Form, Faculty Referral

Personnel Involved in Evaluation: Project Director, Project Staff,

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report

Audience: Consumers, OSERS, Transition Institute, Vocational Rehabilitation, Professional Groups, College Administration

PROJECT PRODUCTS:

Product	**Date Available**
Brochure	Currently available
Project developed instruments	Currently available
Journal articles	Spring 91
Student statistics	Ongoing

PROJECT TITLE:
Successful Moves to Independent Living and Employment (SMILE)

PROJECT DIRECTOR:
Robert Crawford

CONTACT PERSON:
Robert Crawford

MAILING ADDRESS:
Life Development Institute
P.O. Box 15112
Phoenix, AZ 85060

TELEPHONE #: (602) 254-0822

INSTITUTE #: 240

COMPETITION #: 84.078C

PROJECT START DATE: 7/1/89
PROJECT END DATE: 6/30/92

PRIMARY GRANTEE:
Private Non-Profit Agency

GEOGRAPHICAL AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of the project is to develop and implement a program which will provide literacy in academics, computers and the workplace. Coupled with the literacy effort is training in functional skills, vocational exploration and training, relevant community-based social experiences and job placement. The target population are those adolescents and young adults with LD and/or related disorders who have exited from high school as drop-outs or graduates but with virtually no functional or vocational skills. They are from two settings: (a) those in the Arizona Foster Care System's Young Adult Program, and (b) vocational rehabilitation clients from the rural areas of Arizona. The primary goal is to develop a model which provides successful transition from school to adult and working life with the emphasis on optimal employment commensurate with capabilities.

PROJECT FOCUS:

1. Extend linkages with other local state agencies. Expand network of referral sources to out-of-state agencies.
2. Design student handbook for project participants/referral sources.
3. Implement program services to at least 50 clients.
4. Provide in-service through workshops/conferences to key end-users seeking to replicate model.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 54

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 54

Handicapping Condition	No. Served	Age Range
Emotional disorder	14	15-19
Learning disability	40	17-25

Professionals/parents receiving services (training) through project activities:

Agency personnel - 60
Teachers - 4
Business/industry personnel - 20
Postsecondary faculty - 5

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Professional Review, Case Study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Project impact on employers

On Postsecondary Education: Degree of collaboration between project and providers

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS-R, APTICOM, WRAT, Detroit, Learning Styles Inventory

Locally/Project Developed Instruments: Project Designed Packets, Competency Checklist, Tracking Forms and Staff Logs

Personnel Involved in Evaluation: Project Director, Project Staff, Advisory Board, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report

Audience: Consumers, OSERS, Advisory Board, Employers

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	Currently available
Student handbook	Currently available
Project developed instruments	9/92
Videotape	9/90, 9/91, 9/92
Curricula	9/92
Journal articles	9/92
Replication manual	9/92

PROJECT TITLE:
Project Employment

PROJECT DIRECTOR:
Charles C. Wall, Ph.D.

PROJECT COORDINATOR:
Holly Culhane

CONTACT PERSON:
Charles C. Wall, Ph.D.

MAILING ADDRESS:
Bakersfield College
1801 Panorama Dr.
Bakersfield, CA 93305

TELEPHONE #: (805) 395-4070

INSTITUTE #: 241

COMPETITION #: 84.078C

PROJECT START DATE: 8/17/89
PROJECT END DATE: 8/16/92

PRIMARY GRANTEE:
Community/Junior/Technical College

GEOGRAPHICAL AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

This project's primary purpose is to work with employers in the Bakersfield, CA area to first increase the employability of Bakersfield College's students with disabilities (approximately 500 annually) and by the conclusion of the project have formed a permanent employment bridge between the College's disabled student's program and the area businesses.

PROJECT FOCUS:

1. Place Bakersfield College's disabled students in permanent jobs with businesses in the Bakersfield community.
2. Expand placement program to pursuing job opportunities for all disabled students who have completed the program.
3. Establish a support system with employers who have given employment to Bakersfield College's disabled students.
4. Establish a supportive environment for placement of students on the Bakersfield College campus.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 600

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 600 (This number excludes those individuals who are not students but have been introduced to and assisted by Project Employment through the local PSAs.)

Handicapping Condition	No. Served	Age Range
Cerebral palsy	5	N/A
Deaf/blind	1	N/A
Emotional disorder	15	N/A
Health impairment	26	N/A

Hearing impairment	7	N/A
Learning disability	52	N/A
Physical handicap	45	N/A
Speech impairment	9	N/A
Visual impairment	16	N/A
Substance abuse	4	N/A

Professionals/parents receiving services (training) through project activities:

Agency personnel - 15
Teachers - 1
Postsecondary faculty - 5
Business/industry personnel - 25
Project personnel - 4

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Goal Free, Decision Making, Connoisseurship, Professional Review

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Employment outcomes, Student/client satisfaction with services/outcomes obtained

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Locally/Project Developed Instruments: Career and Job Interest Questionnaire

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, California State Department of Vocational Rehabilitation, Chambers of Commerce and various service clubs

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	Ongoing
Student handbook	2/90
Training manual	8/92
Project developed instruments	8/92
Videotape	6/91
Journal articles	8/92
Replication manual	8/92

PROJECT TITLE:
Project Extra

PROJECT DIRECTOR:
Lynda Price

PROJECT COORDINATOR:
Lynda Price

CONTACT PERSON:
Lynda Price

MAILING ADDRESS:
General College
University of Minnesota
240 Applyby Hall
128 Pleasant St., SE
Minneapolis, MN 55455

TELEPHONE #: (612) 625-7578

INSTITUTE #: 242

COMPETITION #: 84.078C

PROJECT START DATE: 8/1/90
PROJECT END DATE: 7/30/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

Project Extra is a 36 month federally funded research/demonstration project which creates, implements, and disseminates a model transition program for approximately 150-200 mildly handicapped adolescents and adults who need additional assistance as they move into appropriate postsecondary education and/or employment. One component of the model is the provision of an intensive transition intervention for students to keep them in high school until graduation and then move them to postsecondary education or employment. Another component is a comprehensive student retention system for vocational education at Northeast Metro Technical College.

PROJECT FOCUS:

1. Direct provision of appropriate transition-related services to approximately 150-200 mildly handicapped students in the Twin Cities area.
2. The creation and modification of the project's conceptual model that shares positive findings which can be replicated further by educational and community service agencies.
3. The dissemination of project findings, concepts, and materials along with the continued discussion concerning the project in a wide variety of university courses, journal articles, as well as state, local, and national presentations.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 500

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 80

Handicapping Condition	No. Served	Age Range
Cerebral palsy	1	18
Emotional disorder	2	17-19
Hearing impairment	4	17-20
Learning disability	32	17-21
Visual impairment	1	18
Miscellaneous mild handicaps	150	18-45

Professionals/parents receiving services (training) through project activities:

Parents - 75
Business/industry personnel - 30
Teachers - 45
Postsecondary faculty - 25
Miscellaneous professionals - 125
Agency personnel - 100
Peer tutors - 10
Project personnel - 60
Undergraduate/graduate students - 180

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Goal Free, Professional Review, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Extensive case notes on counselors and interactions with students (i.e., psychosocial issues), Counts and cost-effectiveness of services in student retention system

On Employers: Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS-R, TABE, CAI, SANDS, Generalizable Interpersonal and Math Skills Assessment, Computerized Learning Styles Inventory

Locally/Project Developed Instruments: NMTC Tracking Grid, Referral Forms, Caseload Forms, Transition Questionnaire, Casenotes/Counseling Breakdown Form

Personnel Involved in Evaluation: Project Director, Staff Evaluator, Project Statistician, Principal Investigator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Annual Newsletters, Journal Articles

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Minnesota Dept. of Technical and Vocational Education

PROJECT PRODUCTS:

Products	Date Available
Newsletter	annually
Parent handbook	1/91
Student handbook	1/91
Training manual	1/91
Project developed instruments	1/91
Videotape	1/91
Curricula	1/91
Journal articles	N/A
Replication manual	N/A

PROJECT TITLE:
SKC Handicapped Student Support Services

PROJECT DIRECTOR:
Mike Hermanson

PROJECT COORDINATOR:
Barbara Landstrom

CONTACT PERSON:
Mike Hermanson/Barbara Landstrom

MAILING ADDRESS:
Salish Kootenai College
Box 117
Pablo, MT 59855

TELEPHONE #: (406) 675-4800

INSTITUTE #: 243

COMPETITION #: 84.078C

PROJECT START DATE: 10/1/89
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
Community/Junior/Technical College

GEOGRAPHICAL AREA SERVED:
Flathead Reservation

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The development of a model program for serving students with disabilities at a tribally controlled college to include identification, assessment, support services, and some job placement assistance.

PROJECT FOCUS:

1. Provide assessments and develop plans for learning disabled students. Work with their instructors to provide accommodations in the classroom.
2. Identify peer student advisors and train them.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 200

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 60

Handicapping Condition	No. Served	Age Range
Emotional disorder	1	19+
Hearing impairment	2	19+
Learning disability	17	19+
Multiple handicap	12	19+
Physical handicap	41	19+
Spinal cord injury	1	19+
Visual impairment	2	19+
Substance abuse	1	19+
Pulmonary	1	19+

Professionals/parents receiving services (training) through project activities:

Peer tutors - 5
Postsecondary faculty - 20
Project personnel - 3

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Goal Free, Decision Making, Connoisseurship, Professional Review, Case Study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects: Woodcock-Johnson, MESA, Vocational Decision Making Inventory, COPS, WRAT, TABE

Locally/Project Developed Instruments: Needs Assessment, Service Request Forms, Accommodations Form

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Vocational Rehabilitation, Tribal College

PROJECT PRODUCTS:

Products	Date Available
Brochure	Currently available
Student handbook	Spring 91
Videotape	Spring 91
Journal articles	Spring 90

PROJECT TITLE:
COMPETE: Computer Preparation: Evaluation, Training, Employment

PROJECT DIRECTOR:
William C. Mann, Ph.D., OTR

PROJECT COORDINATOR:
Jean L. McKinley, OTR

CONTACT PERSON:
Jean L. McKinley

MAILING ADDRESS:
Department of Occupational Therapy
University of Buffalo
515 Kimbal Tower
Buffalo, NY 14214

TELEPHONE #: (716) 831-3141

INSTITUTE #: 244

COMPETITION #: 84.078C

PROJECT START DATE: 9/1/89
PROJECT END DATE: 8/31/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The COMPETE Project—an acronym for Computer Preparation: Evaluation, Training, Employment—is developing and implementing a model program of cooperative service delivery that includes NYS Office of Vocational Rehabilitation, WNY Independent Living Center, NYS Office of Mental Retardation and Developmental Disabilities. COMPETE focuses on computer based training for computer based competitive employment for young adults (ages 17-30) with cognitive disabilities including traumatic brain injury, learning disabilities, and mental retardation. With an interdisciplinary team of evaluators, the program will train individuals towards an information management job by assisting in applied learning, addressing job-related issues and identifying job readiness in management and work areas.

PROJECT FOCUS:

1. Continue development of curriculum materials and resources for adaption to individualized training.
2. Continue individualized training for job trainees.
3. Revise administrative/management techniques within daily program operations.
4. Revise accountability measures documentation methods and data collection methods.
5. Expand job development services within COMPETE model.
6. Continue to start job trainees (staggered) into program.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 40

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 40

Handicapping Condition	No. Served	Age Range
Learning disability	13	17-30
Mild mental retardation	7	17-30
Moderate mental retardation	7	17-30
Traumatic brain injury	13	17-30

Professionals/parents receiving services (training) through project activities:

Parents/spouses/housemates - 40
Business/industry personnel - 40
Project personnel - 15
Undergraduate/graduate students - 10
Agency personnel - 35
Peer tutors - 20
Postsecondary faculty - 15
Significant other persons - 40

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Decision Making, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Satisfaction of business/ community persons with the job trainees

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: Test of Visual Perceptual Skills, Test of Visual Motor Skills, Peabody Picture Vocabulary Test, Street Survival Skills Questionnaire, Time Perception Inventory, Time Problems Inventory, Perceptual Memory Task, McCarron Assessment of Neuro-Muscular Development (MAND)

Locally/Project Developed Instruments: Survival Office Skills Checklist, Appearance Checklist, Occupational Therapy, Nutrition Evaluation, Self Report, Individualized Daily Schedules (FORMAT), Release of Information

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, VESID, OMR-DD, Employers Task Force

PROJECT PRODUCTS:

Products	Date Available
Student handbook	7/90 - Ongoing
Training manual	7/90 - Ongoing
Project developed instruments	6/91
Slide presentation	9/90 - Ongoing
Videotape	6/91
Curricula	6/91
Journal articles	3/91
Replication manual	8/92

PROJECT TITLE:
Industry Based Special Needs Program

PROJECT DIRECTOR:
Alan Doyle, Ed.D.

PROJECT COORDINATOR:
Lillian Schneider

CONTACT PERSON:
Lillian Schneider

MAILING ADDRESS:
Nassau BOCES
Industry Based Special Needs
234 Glen Cove Rd.
Carle Place, NY 11514

TELEPHONE #: (516) 873-9393

INSTITUTE #: 245

COMPETITION #: 84.078C

PROJECT START DATE: 9/1/89
PROJECT END DATE: 9/30/92

PRIMARY GRANTEE:
Area Vocational Center

GEOGRAPHICAL AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The overall goal of the Nassau BOCES Job Training Program for Persons with Mild and Moderate Disabilities (JTP) is to promote training, employment, and upgrading for adults with mild and moderate disabilities, along with nondisabled peers, in order that these clients may gain, retain, and upgrade jobs in the competitive sector. Special emphasis is placed on youth aging-out of public schools.

PROJECT FOCUS:

1. Outreach to targeted transitional populations.
2. Skills training and job placement.
3. Development of subcommittee interest groups within advisory committee.
4. Development of parent advocacy and training component.

PROJECT PARTICIPANTS:

Handicapping Condition	No. Served	Age Range
Cerebral palsy	1	34
Emotional disorder	5	34-49
Learning disability	45	18-50
Mild mental retardation	5	17-24
Multiple handicap	10	19-45
Physical handicap	2	26-39
Substance abuse	4	21-33

Professionals/parents receiving services (training) through project activities:

Parents - 10
Business/industry personnel - 60
Postsecondary faculty - 5
Agency personnel - 20
Project personnel - 100

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Professional Review

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects: Bennett Mechanical Comprehension, Crawford Small Parts Dexterity, COPS Interest Inventory

Locally/Project Developed Instruments: Client Evaluation Form, Simulated Work Task Analysis Forms, Clerical Checklist, Competitive Time Checklist, Skills Proficiency Rating Forms, Employer Job Evaluation Report, Employment Readiness Report, Post Interview Assessment Form, Individual Training Plan, Personal Review Form, Client Survey Form, Termination Evaluation Form, Employer Task Analysis/ Job Lead Form, Client Contact Form, Referral Agency Contact Form, Release of Information Form

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Staff Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: OSERS, Advisory Board, State Agencies

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	2/91
Slide presentation	12/90
Videotape	12/90

PROJECT TITLE:
Southern Appalachian Transition Education Project

PROJECT DIRECTOR:
Arlene C. Stewart

CONTACT PERSON:
Arlene C. Stewart

MAILING ADDRESS:
Western Carolina University
20 McKee Building
Cullowhee, NC 28723

TELEPHONE #: (704) 227-7127

SPECIAL NET USER ID #: Deccullowhee

INSTITUTE #: 246

COMPETITION #: 84.078C

PROJECT START DATE: 9/1/89
PROJECT END DATE: 8/31/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A region of the nation

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The project is designed to provide technical assistance information on transition for youth with disabilities to college and public school personnel, to provide direct service in the form of a one-week Summer Transition Experience for a total of 90 students, and to do follow-up with disabled students in the region.

PROJECT FOCUS:

1. Implementation of technical assistance in the form of workshops/presentations and consultation.
2. Implementation of a second Summer Transition Experience.
3. Implementation of a follow-up study.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 15,000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 90 (Our direct service component is a summer program which we have had only once so far. Consequently, I can only provide information on the 18 students involved.)

Handicapping Condition	No. Served	Age Range
Cerebral palsy	1	17
Developmental disability	1	19
Learning disabled	11	15-22
Multiple handicap	3	16-19
Visual impairment	2	18-19

Professionals/parents receiving services (training) through project activities:

Parents - 124
Postsecondary faculty - 200
Disabled youth - 5
Teachers - 77
Undergraduate/graduate students - 157
STE participants - 18

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Professional Review

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Progress in educational program, Prior work experience, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Characteristics/demographics,

Instrumentation:

Commercially Available Instruments Used by Projects: SDS, COPS, MBTI, Learning Styles Inventory, Values Inventory

Locally/Project Developed Instruments: Student Survey, Summary Sheets

Personnel Involved in Evaluation: Project Director, Project Staff, Advisory Board, Third-Party Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, SDPI, Dept. of CC, WCU-host institution

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	Currently available
Newsletter	Currently available
Project developed instruments	Currently available
Journal articles	Currently available
Resource directory	6/92

PROJECT TITLE:
Postsecondary Education Demonstration
Program for Learning Disabled Persons

PROJECT DIRECTOR:
Jane O. Rochester

CONTACT PERSON:
Jane O. Rochester

MAILING ADDRESS:
Central Piedmont Community College
Special Services
P.O. Box 35009
Charlotte, NC 28235

TELEPHONE #: (704) 342-6556/6552

INSTITUTE #: 247

COMPETITION #: 84.078C

PROJECT START DATE: 9/1/89
PROJECT END DATE: 8/31/92

PRIMARY GRANTEE:
Department of Community Colleges

GEOGRAPHICAL AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The North Carolina Department of Community Colleges in cooperation with Central Piedmont Community College (CPCC) is engaged in the development and demonstration of a model program of short term vocational training, placement, and follow-up/follow-along services designed to meet the needs of learning disabled individuals seeking to obtain and maintain employment. The project will develop a generic model format with nine vocational programs in varied college curriculum areas that will specify the vocational training components of career exploration, job seeking skills and job keeping skills. Recommendations for adaptations for specific learning disabilities in the classroom and work place will be addressed. Student service personnel and instructors will be able to incorporate the vocational training components through model replication.

PROJECT FOCUS:

The five project objectives and corresponding strategies for meeting these objectives have been developed to serve the overall purpose of the program and will contribute to the effective delivery of educational and support services for project participants. Proposed modifications, specified herein, are designed to enhance application of the model and ensure replication during Year 2 and 3 of the grant period. Delays in the implementation of some strategies in Year 1 were a result of needed clarification in communication and coordination which involved negotiation and refinement in the technical application of the proposed model. To compensate for the time lag, activities in Year 2 have been intensified in order to meet all the goals for Year 1 and Year 2. With the appointment of a full-time director at the beginning of Year 2 and ongoing communications and direct involvement of the project liaison, no further delays are anticipated. The noted time lags are indicated in the following Project Activities Monitoring Plan.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 600

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 200

Handicapping Condition	No. Served	Age Range
Learning disability	125	18-25

Professionals/parents receiving services (training) through project activities:

Business/industry personnel - 18
Project personnel - 3
Postsecondary faculty - 300

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS-R, CAI, Myers Briggs, Bender GeStalt, DARE?, Wide Range Achievement Test

Locally/Project Developed Instruments: Job Site Analysis Form, Workshop Evaluation Form, Participant Exit Interview, Faculty Interview, Employer Advisory Group Interview, Needs Assessment Survey, Employment Performance Questionnaire, Faculty Questionnaire for Career Areas, Questionnaire for Employer Advisory Group, Individualized Educational Plan Form, Participant Information Form

Personnel Involved in Evaluation: Project Director, Project Staff, Project Liaison

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Vocational Rehabilitation

PROJECT PRODUCTS:

Products	Date Available
Training manual	Not indicated
Project developed instruments	Not indicated
Curricula	Not indicated
Replication manual	Not indicated

PROJECT TITLE:
Career Awareness and Transition Program

PROJECT DIRECTOR:
Dr. Joseph Rogan

PROJECT COORDINATOR:
Mrs. Jennifer Munafo

CONTACT PERSON:
Mrs. Jennifer Munafo

MAILING ADDRESS:
College Misericcordia
Dallas, PA 18612

TELEPHONE #: (717) 674-6343

INSTITUTE #: 248

COMPETITION #: 84.078C

PROJECT START DATE: 10/89
PROJECT END DATE: 9/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of our project is to develop a career development office which will address the career needs of learning disabled college students. Our primary goals include designing: co-curricular programming; transition to employment services; and follow-up services that will meet those needs.

PROJECT FOCUS:

1. Continuation of services already in place in the (LD) Career Development Office (testing, counseling, career research training, career services).
2. Continuation of a series of workshops designed for the LD and addressing career, college and personal issues pertaining to employment.
3. Employer symposium that will allow the exchange of information between employers and a panel of learning disabled students.
4. Survey to employers in Pennsylvania on their awareness of the learning disabled and their willingness to hire LD The results will aid in creating a list of employers willing to help LD in the transition to employment.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 70

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 70

Handicapping Condition	No. Served	Age Range
Learning disability	70	17-23

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Decision Making, Professional Review

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects: Strong-Campbell Interest Inventory, Skill Scan, System of Interactive Guidance and Information Plus, Myers-Briggs Type Indicator, Holmes and Rahe Social Readjustment Scale

Locally/Project Developed Instruments: Mock Interview Evaluation Form, Workshop Evaluation Form, Initial Interview, Career Assessment Form, Employer Survey, Career Awareness Survey, Office Evaluation Form, Employment Search Registration Form

Personnel Involved in Evaluation: Project Director, Project Coordinator, Advisory Board, Staff Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Brochure/Pamphlet

Audience: Consumers, Advisory Board, U.S. Department of Education, OVR, Pennsylvania ACLD, Chamber of Commerce

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	Currently available
Newsletter	In progress
Student handbook	9/92
Project developed instruments	Currently available
Videotape	9/92
Journal articles	In progress
Replication manual	9/92

PROJECT TITLE:
Dialysis Unit for Pennsylvania State
University Students (DUPSUS)

PROJECT DIRECTOR:
Jordan W. Finkelstein, M.D.

PROJECT COORDINATOR:
Judith A. Finkelstein

CONTACT PERSON:
Jordan W. Finkelstein

MAILING ADDRESS:
Biobehavioral Health
The Pennsylvania State University
E-210 Henderson
University Park, PA 16802

TELEPHONE #: (814) 863-7256

INSTITUTE #: 249

COMPETITION #: 84.078C

PROJECT START DATE: 9/1/90
PROJECT END DATE: 2/28/93

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A region of the nation

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The overall goal of DUPSUS is to facilitate postsecondary education for students with End Stage Renal Disease (ESRD) and assist their transition from student status to employee, while simultaneously maintaining optimal physical and mental health.

PROJECT FOCUS:

1. Initiate case management services.
2. Provide psychological support services.
3. Enhance the student recruitment process.
4. Publicize the program through journal articles, newsletters, mailings, and professional meetings.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 300

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 35-50

Handicapping Condition	No. Served	Age Range
Health impairment	35-50	18-35

Professionals/parents receiving services (training) through project activities:
Undergraduate/graduate students - 8

PROJECT EVALUATION PLAN:
Evaluation Approach(es): System Analysis, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Demographics, Educational background, Assessment results, Progress in educational program, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:

Commercially Available Instruments Used by Projects: Family Crisis Oriented Personal Scales, Harter Self-Perception Profile for College Students, Spellberger Trait Anxiety Inventory, Quality of Life Scale (Padilla and Ferrans & Powers), Perceived Social Support from Family and Friends, Psychological Separation Inventory, Beck Depression Inventory

Locally/Project Developed Instruments: Medical Outcomes Checklist, Social Service Interview, Educational Progress Questionnaire

Personnel Involved in Evaluation: Project Director, Project Coordinator, Staff Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, PSU Board of Trustees, Parents, Students, Center for Child and Adolescent Development

PROJECT PRODUCTS:

Products	Date Available
Brochure	9/90
Newsletter	91
Parent handbook	9/91
Student handbook	9/91
Videotape	12/90
Journal articles	91

PROJECT TITLE:
Post-Secondary Education Program for Handicapped Persons

PROJECT DIRECTOR:
Edward F. Duffy

PROJECT COORDINATOR:
Deborah L. Gladden

CONTACT PERSON:
Deborah L. Gladden

MAILING ADDRESS:
York Technical College
452 S. Anderson Rd.
Rock Hill, SC 29730

TELEPHONE #: (803) 327-8004, ext. 8331

INSTITUTE #: 250

COMPETITION #: 84.078C

PROJECT START DATE: 9/1/90
PROJECT END DATE: 8/30/92

PRIMARY GRANTEE:
Community/Junior/Technical College

GEOGRAPHICAL AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The purpose of this project is to transition LD students from the college setting to the work environment. The target population is that group of students ready to enter the work force. The goal is to enable them to be employable in their chosen field.

PROJECT FOCUS:

1. Establish a tutoring program for those students who need it.
2. Establish an advisory council of employers.
3. Develop a brochure about the LEAP program.
4. Provide ongoing services to all LEAP students.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 600

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 375

Handicapping Condition	No. Served	Age Range
Cerebral palsy	15	17-55
Epilepsy	6	17-40
Health impairment	20	17-50
Hearing impairment	12	20-40
Learning disability	300	17-55
Physical handicap	15	17-55
Traumatic brain injury	3	17-50
Visual impairment	4	17-55

Professionals/parents receiving services (training) through project activities:

Parents - 86
Business/industry personnel - 138
Teachers - 92
Postsecondary faculty - 117
Agency personnel - 75
Peer tutors - 100
Project personnel - 4
Undergraduate/graduate students - 200

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Case Study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: WISC-R, WAIS-R, Bender-Gestalt Test of Visual Motor Integration, CAI, WRIOT, TOWL, WRMT, SIGI, OASIS, Woodcock-Johnson Tests of Achievement

Locally/Project Developed Instruments: Behavior Observation Form, Intake Interview, Employer/Employee Satisfaction Survey

Personnel Involved in Evaluation: Project Director, Project Staff

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report

Audience: Consumers, OSERS, Transition Institute, Advisory Board, York Technical College

PROJECT PRODUCTS:

Products	Date Available
Brochure	8/91
Videotape	8/92
Satisfaction survey	8/92

PROJECT TITLE:
The Healthy Living Program

PROJECT DIRECTOR:
Phoebe Sharaf

PROJECT COORDINATOR:
Sandra Lee

CONTACT PERSON:
Phoebe Sharaf

MAILING ADDRESS:
Senior Health and Peer Counseling Center
2125 Arizona Ave.
Santa Monica, CA 90404

TELEPHONE #: (213) 829-4715

INSTITUTE #: 251

COMPETITION #: 84.078C

PROJECT START DATE: 7/90
PROJECT END DATE: 6/93

PRIMARY GRANTEE:
Community/Junior/Technical College

GEOGRAPHICAL AREA SERVED:
A city of 50,000 to 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

Provision of mental health interventions and educational growth for older people (55+) who are chronically mentally ill (CMI) or at risk of mental illness. Goals are to enable participation in mainstream community college courses, employment or volunteer work.

PROJECT FOCUS:

1. Implementation of at least 20 classes designed to improve self image of participants.
2. Training sessions for instructors about target population.
3. Implementation of five to seven support study groups.

PROJECT PARTICIPANTS:

Handicapping Condition	**No. Served**	**Age Range**
Emotional disorder (CMI)	50	55+
At risk of mental illness	100	55+

Professionals/parents receiving services (training) through project activities:

Agency personnel - 5
Project personnel (group leaders) - 15
Undergraduate/graduate students - 5
Peer tutors (class aides) - 15
Postsecondary faculty - 5

PROJECT EVALUATION PLAN:

Type of Date/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Assessment results, Progress in educational program, Postsecondary outcomes, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Characteristics/demographics

Instrumentation:

Commercially Available Instruments Used by Projects: Perceived Quality of Life Scale

Locally/Project Developed Instruments: At Risk Factors, Class Aide Report, Group Leader's Group Report, Group Leader's Report on Individual Members

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Local Mental Health Agencies

PROJECT TITLE:
Project BRIDGE

PROJECT DIRECTOR:
Patricia Kercher

PROJECT COORDINATOR:
Arlene Parisot

CONTACT PERSON:
Patricia Kercher/Arlene Parisot

MAILING ADDRESS:
Great Falls Vocational-Technical Center
2100 - 16th Ave., South
Great Falls, MT 59405

TELEPHONE #: (406) 771-7140

INSTITUTE #: 252

COMPETITION #: 84.078C

PROJECT START DATE: 10/1/90
PROJECT END DATE: 9/30/93

PRIMARY GRANTEE:
Community/Junior/Technical College

GEOGRAPHICAL AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The purpose of this project is to develop, implement, and validate specially designed and coordinated services and educational programs to facilitate and encourage successful education for handicapped adults and their nonhandicapped peers.

PROJECT FOCUS:

1. Evaluation/modification of support services.
2. Upgrading of support services.
3. Continued faculty inservice.
4. Continued curricula revision.
5. Continued outreach efforts to identify individuals who may benefit from project activities.
6. Delivery of services to students with disabilities to maximize their success in vocational training.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 250

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 200

Handicapping Condition	No. Served	Age Range
Cerebral palsy	5	15-30
Chronic mental illness	20	28-45
Deaf/blind	24	15-35
Epilepsy	10	15-45
Health impairment	10	24-50
Hearing impairment	5	15-50
Learning disability	65	15-50
Mild mental retardation	35	15-21
Physical handicap	30	26-50

Speech impairment	5	15-30
Spinal cord injury	4	25-35
Traumatic brain injury	3	25-35
Visual impairment	3	15-50

Professionals/parents receiving services (training) through project activities:

Teachers - 20	Postsecondary faculty - 30
Guidance counselors - 17	

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based

Type of Date/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographics, Progress in educational program, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained

Instrumentation:

Commercially Available Instruments Used by Projects: Student Adjustment Inventory, MESA, DISCOVER, Self Directed Search, Myers-Briggs, TABE, ABLE, Learning Styles Inventory

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board

Type of Evaluation Reporting and Audience:

Type: Executive Summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Board of Regents

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	6/91
Journal articles	1/95
Replication manual	1/95
Transition manual	6/92

PROJECT TITLE:
Choctaw Handicapped Adult Career Project

PROJECT DIRECTOR:
Greta Holly

PROJECT COORDINATOR:
Greta Holly

CONTACT PERSON:
Greta Holly, Julia Lindsey or Mary Lundy

MAILING ADDRESS:
Choctaw Vocational Rehabilitation Program
Choctaw Branch - P.O. Box 6010
Philadelphia, MS 39350

TELEPHONE #: (601) 656-5251, ext. 370 or
(601) 656-1902

INSTITUTE #: 253

COMPETITION #: 84.078C

PROJECT START DATE: 7/1/90
PROJECT END DATE: 6/30/93

PRIMARY GRANTEE:
Tribal Vocational Rehab Program

GEOGRAPHICAL AREA SERVED:
Indian Reservation

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The Transition Project is geared toward assisting former special education students, who are American Indian, in successfully making the transition from youth to adult responsibilities. The goals are to bridge the gap in service delivery that has previously existed between the time that a student leaves school and is referred to vocational rehabilitation; to create an interagency/client/parent team to assist with the decision making process for the client; and more generally, to provide the client with a central source of guidance and information indefinitely.

The project will bring clients to successful permanent job placements through a systematic service system in two components: community-based job and survival skills training, focused in the tribal enterprises and the tribal government (the Field Component), and postsecondary coursework designed to enhance the chances for employment (the College Component).

PROJECT FOCUS:

1. Fifteen handicapped tribal members will receive counseling, supportive services, personal, social, and work adjustment training, community-based job training in the career area of choice and Job Club services which will lead to increased employability as measured by project records.
2. Ten handicapped tribal members will be placed in permanent, unsubsidized employment as measured by actual job placement and follow-along.
3. Ten handicapped tribal members will receive postsecondary coursework, counseling, supportive services, and supplementary assistance as measured by project records.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 25

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 10

Handicapping Condition	**No. Served**	**Age Range**
Developmental disability	1	20-25
Health impairment	1	21
Learning disability	6	18-25
Mild mental retardation	4	20-25
Multiple handicap	1	20-25

Professionals/parents receiving services (training) through project activities:

Agency personnel - 17
Teachers - 1
Postsecondary faculty - 1
Peer tutors - 2
Project personnel - 3
Undergraduate/graduate students - 1

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System Analysis, Goal Based, Case Study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: WISC-R, WAIS-R, GATB, VALPAR, PPVT, Vineland Adaptive Behavior Scale, WRIOT-Self Directed Search, Purdue Pegboard, 16PF, WRAT-R

Locally/Project Developed Instruments: Behavior Observation Form, Pre-employability Readiness Checklist, Standard Intake Interview Form, General Medical Examination Report Form, Sample Job Application Form, Sample Job Production Cards, Sample Time Card, Staff Telephone Log

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Advisory Board, Third-Party Evaluator, Staff Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Brochure/Pamphlet, Quarterly Reports

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Special Education, Community College

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	N/A
Student handbook	N/A
Project developed instruments	N/A
Videotape	N/A
Curricula	N/A

PROJECT TITLE:
Computer Programmer Training

PROJECT DIRECTOR:
Dr. Mary Ann Grams

CONTACT PERSON:
Dr. Mary Ann Grams

MAILING ADDRESS:
c/o CIS Department
San Antonio College
1300 San Pedro
San Antonio, TX 78212-4299

TELEPHONE #: (512) 733-2859

INSTITUTE #: 254

COMPETITION #: 84.078C

PROJECT START DATE: 7/1/90
PROJECT END DATE: 6/30/92

PRIMARY GRANTEE:
Community/Junior/Technical College

GEOGRAPHICAL AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The primary goal of the project is to recruit, select, train, and place in competitive positions in business and industry, persons with severe physical disabilities who are in need of educational services, in particular occupationally-directed training in the areas of computer programming and office computer systems. Training will include internship training and on-the-job education.

PROJECT FOCUS:

1. Initiated wide recruitment of South Texas and determined selection criteria.
2. Received over 40 applications.
3. Selected 18 students for class.
4. Developed student handbook.
5. Administered adaptive testing.
6. Hired 3 peer tutors for CPT class.
7. Identified certificate curriculum.
8. Established evaluation model and executed two evaluations.
9. Established internship guidelines and determined sites.
10. Kick off breakfast held for Office Computer Systems Program

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 18

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 14

Handicapping Condition	No. Served	Age Range
Cerebral palsy	2	23-24
Health impairment	6	20-40
Hearing impairment	1	44
Physical handicap	4	20-40
Spinal cord injury	1	43

Professionals/parents receiving services (training) through project activities:

Agency personnel - 14	Business/industry personnel - 14
Peer tutors - 14	Teachers - 14
Project personnel - 14	

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Employment outcomes, Residential outcomes, Student/client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to provider, Provider satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS-R, Minnesota Multiphasic Personality Inventory (MMPI), WRAT-R

Locally/Project Developed Instruments: Computer Programmer Training Project Application Form

Personnel Involved in Evaluation: Project Director, Project Staff, Advisory Board, Staff Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report

Audience: Advisory Board, Texas Rehabilitation Commission

PROJECT PRODUCTS:

Products	**Date Available**
Brochure	N/A
Student handbook	N/A
Curricula	N/A

PROJECT TITLE:
Assistive Technology on Campus:
Postsecondary Demonstration Project

PROJECT DIRECTOR:
Merlene C. Gingher, Ed.D., OTR

CONTACT PERSON:
Merlene C. Gingher, Ed.D., OTR

MAILING ADDRESS:
Department of Occupational Therapy
SUNY at Buffalo
515 Kimball Tower
Buffalo, NY 14214

TELEPHONE #: (716) 831-3141

INSTITUTE #: 255

COMPETITION #: 84.078C

PROJECT START DATE: 7/1/90
PROJECT END DATE: 6/30/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHICAL AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

ATOC (Assistive Technology on Campus): Preparation for Meaningful Careers assists students with disabilities to access computer technology and information systems needed to complete coursework. Students receive an assessment of the need for assistive devices, partial support in the purchase of a device or counseling in other funding options, training in the use of the assistive device, and follow-up supportive services. The goal of this transition program is to assist students in preparing for meaningful careers.

PROJECT FOCUS:

1. Continued implementation of ATOC for 60 students (20 per campus).
2. Appointment of advisory board.
3. Faculty orientation workshop development and development of supportive materials for faculty.
4. Advisory board meeting (scheduled for February 1991).
5. Faculty orientation workshop (Spring 1991).

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 1,500

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 60+

Handicapping Condition	No. Served	Age Range
Cerebral palsy	2	19-23
Blind	1	24
Physical handicap	2	21-36

Professionals/parents receiving services (training) through project activities:
Postsecondary faculty - 250 Undergraduate/graduate students - 50

PROJECT EVALUATION PLAN:
Evaluation Approach(es): System Analysis, Case Study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained

On Employers: Degree of collaboration between project and employers, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Project impact on providers

Instrumentation:

Locally/Project Developed Instruments: ATOC Assessment of Students in Need of Computer Accessibility, ATOC Needs Assessment

Personnel Involved in Evaluation: Project Director, Project Staff, Third-Party Evaluator, Project Staff Computer Access Specialist

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, VESID, CBVH

PROJECT PRODUCTS:

Products	Date Available
Brochure	1/91
Training manual for faculty	6/91
Project developed instruments	12/90
Videotape	6/91
Journal articles	12/91

PROJECT TITLE:
Supported Learning Project

PROJECT DIRECTOR:
Karen S. Danley

PROJECT COORDINATOR:
Jo Anne Sharac

CONTACT PERSON:
Karen S. Danley

MAILING ADDRESS:
Boston University Center for Psychiatric Rehabilitation
730 Commonwealth Ave.
Boston, MA 02215

TELEPHONE #: (617) 353-3549

INSTITUTE #: 256

COMPETITION #: 84.078C

PRIMARY GRANTEE:
Community/Junior/Technical College

GEOGRAPHICAL AREA SERVED:
A county

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The project will develop, implement, evaluate, and disseminate a community based program on a college campus for people with severe psychiatric disabilities. It will assist participants to participate in a normal education in an integrated postsecondary setting, alongside their nondisabled peers. During the student's program as well as at the completion of their training, students will be assisted by project staff in choosing, getting, and keeping jobs which are consistent with their disabilities and interests.

PROJECT FOCUS:

1. Implementation of student sponsor program.
2. Development of vocational support program.
3. Continuation of on-campus educational support.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 120-150

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 33

Handicapping Condition	No. Served	Age Range
Chronic mental illness	39	18-50s
Multiple handicap	18	18-50s

Professionals/parents receiving services (training) through project activities:

Agency personnel - 25
Project personnel - 1
Peer tutors - 7
Consumers of MH services - 35

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Goal Free, Decision Making, Case Study

Type of Date/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Progress in educational program, Postsecondary outcomes, Employment outcomes, Student/client satisfaction with services/outcomes obtained, Participant suggestions for additions to the program

On Postsecondary Education: Amount of direct service to provider, Project impact on providers

Instrumentation:

Locally/Project Developed Instruments: 8 Educational Skills, Intake Interview, End of Year Evaluation Interview, Educational Skills Inventory, Activity Notes

Personnel Involved in Evaluation: Project Director, Project Coordinator, Project Staff, Consultant, Student Participants

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report, Executive Summary, Journal articles, Conference presentations, Presentations to local human service agencies

Audience: Consumers, OSERS, DMH, Board of Trustees of QuinSigamond College, Massachusetts Rehabilitation Commission, Self help groups (e.g., MDDA, Alliance for Mentally Ill, Worcester County Consumer Empowerment Committee, College Disabled Student Services)

PROJECT PRODUCTS:

Products	Date Available
Brochure	12/91
Student handbook	93
Project developed instruments	12/91
Curricula	6/91
Journal articles	6/91

PROJECT TITLE:
The Learn and Earn Program

PROJECT DIRECTOR:
Craig Michaels

CONTACT PERSON:
Craig Michaels

MAILING ADDRESS:
National Center for Disability Services
201 I.U. Willets Road
Albertson, NY 11507

TELEPHONE #: (516) 747-5400

INSTITUTE #: 257

COMPETITION #: 84.078C

PROJECT START DATE: 9/1/90
PROJECT END DATE: 8/30/92

PRIMARY GRANTEE:
Private Non-Profit Agency

GEOGRAPHICAL AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The Learn and Earn Program is providing a combination of educational and vocational services to high school graduates with learning disabilities at two community college sites: Queensborough Community College and Nassau Community College. The program is designed to meet the transitional needs of young adults with learning disabilities who could benefit from additional academic and vocational skill development, but, who will most probably not be successful in either a traditional college or vocational rehabilitation setting.

The Learn and Earn Program has developed a model partnership between the National Center for Disability Services and the two community colleges, local high schools, the New York State Office of Vocational and Educational Services for Individuals with Disabilities (VESID), and local business and industry. This unique partnership is facilitating the ability of participants to enter into the work force directly (with job coaching support), gain additional vocational training, or succeed in college.

Following a comprehensive assessment, Learn and Earn students participate in a two semester community college program. The college program coordinates basic academic skills—addressing reading, writing and math within a vocational context, and basic vocational skills—addressing clarification of vocational goals, social skill development and job seeking and keeping skills.

PROJECT FOCUS:

1. Implementation of service delivery model as specified at Queensborough Community College to serve at least 15 clients.
2. Open communication and planning to implement services at Nassau Community College for a minimum of 15 students.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 40

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 27

Handicapping Condition	**No. Served**	**Age Range**
Learning disability	27	18-22

Professionals/parents receiving services (training) through project activities:

Parents - 30
Teachers - 2
Postsecondary faculty - 10
Peer tutors - 2
Project personnel - 2

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal Based, Goal Free, Professional Review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographics, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes

On Employers: Amount of direct service to employer

On Postsecondary Education: Degree of collaboration between project and providers, Amount of direct service to provider

Instrumentation:

Commercially Available Instruments Used by Projects: Woodcock Johnson-Revised, Purdue Pegboard, Crawford, Telephone Assembly, Work Personality Profile, Career Assessment Inventory, Learning Style Inventory

Personnel Involved in Evaluation: Project Director, Advisory Board, Third-Party Evaluator, Staff Evaluator

Type of Evaluation Reporting and Audience:

Type: Formal Evaluation Report

Audience: OSERS, Transition Institute, Advisory Board, VR, LDA, AHSSPPE, HEATH

PROJECT PRODUCTS:

Products	Date Available
Brochure	Currently available
Slide presentation	Currently available
Curricula	7/91
Journal articles	92

SUMMARY OF 84.078C EXPIRED PROJECT PROFILES

POSTSECONDARY DEMONSTRATION PROJECTS

PROJECT PURPOSE

Federal funding for 17 postsecondary projects expired in 1990. The overall purpose of these projects was to develop a service delivery model that would increase the opportunities for students with learning disabilities in postsecondary education and employment.

FOCUS OF CONTINUATION ACTIVITIES

Seven of the 17 expired projects reported on their continuation activities. They indicated a willingness to disseminate project products and findings, technical assistance, and training to those who requested. Journal articles and conference presentations were mentioned by some projects as further means of disseminating project information.

PROJECT COMPONENTS BEING CONTINUED

Seven projects identified specific components or activities that will continue despite the lapse of federal funding. These include ongoing education and training, technical assistance, networking, program development, replication, referral, advising, and follow-up.

PROJECT PRODUCTS

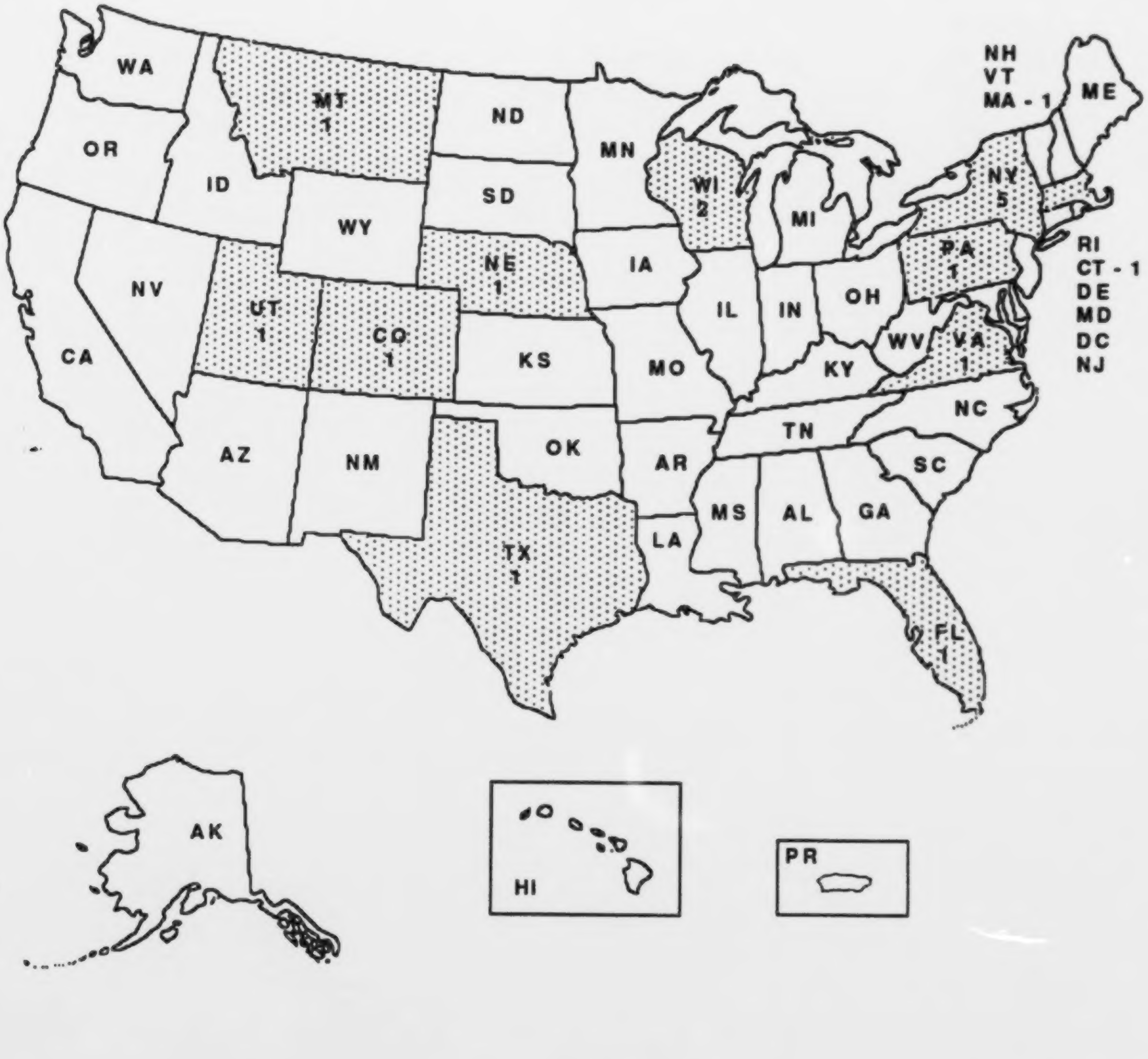
All 17 projects listed products developed during their funding period: training manuals, curricula, brochures, newsletters, journal articles, monographs, audiovisual material, project-developed instruments, handbooks, and bibliographies.

Location of 84.078C Expired Projects

Geographic Distribution of 84.078C Expired Projects

as of May 1991

(N = 17)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PROJECT TITLE:
Colorado Community College Consortium for LD

INSTITUTE #: 152

COMPETITION #: 84.078C

CONTACT PERSON:
Patricia S. Tomlan

DATE FEDERAL FUNDING EXPIRED: 6/30/90

MAILING ADDRESS:
PST Educational Consultants
P.O. Box 620492
Littleton, CO 80162

TELEPHONE #: (303) 798-3047

PROJECT PURPOSE:

To disseminate information on characteristics of and teaching of learning disabled students to the community colleges in the state of Colorado. To utilize the "trainer of trainers" model of staff development personnel preparation. To develop model programs impacting on services to LD community college students through: assessment, intervention, and a three credit course on "mainstreaming" for teachers/faculty/staff at two-year institutions.

PROJECT PRODUCTS:

Training manuals - CCCLD Training Manual; Teaching the Postsecondary Student, Patricia S. Tomlan, PST Educational Consultants

Other - The Learning Disabled Adult, Patricia S. Tomlan, PST Educational Consultants

PROJECT TITLE:
The Northeast Technical Assistance
Center for Learning Disability College
Programming

CONTACT PERSON:
Stan Shaw, Ph.D.

MAILING ADDRESS:
A. J. Pappanikou Center for Special
Education and Rehabilitation
The University of Connecticut
U64, 249 Glenbrook Rd.
Storrs, CT 06269-2064

TELEPHONE #: (203) 486-4036

INSTITUTE #: 153

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED: 7/31/90

PROJECT PURPOSE:

To encourage and enhance postsecondary programming for learning disabled students. To develop a regional technical assistance center that will implement a variety of model technical assistance activities including workshops, on-site consultation, development of model programs, and dissemination in order to enhance both the quantity and quality of LD college programming efforts in the Northeast.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. State or regional Consortia on Postsecondary Learning Disabilities will provide ongoing training, technical assistance, networking, and program development in their respective areas.

PROJECT PRODUCTS:

Brochure - Professional Training Institute Brochure for Annual 3-Day Institute
Newsletter - Postsecondary LD Network News, The University of Connecticut
Journal Articles/Monographs - Articles on Postsecondary LD Issues, The University of Connecticut

PROJECT TITLE:
Transition from Community College to Employment

CONTACT PERSON:
Pat Hackett-Waters

MAILING ADDRESS:
Valencia Community College
P.O. Box 3028, MC 4-11
Orlando, FL 32802

TELEPHONE #: (407) 299-5000

INSTITUTE #: 154

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED: 8/31/90

PROJECT PURPOSE:

The CADD Program is a business-driven, state-of-the-art training program developed by the CADD Business Advisory Council (BAC) and implemented by the Valencia Community College staff. The intensive training is offered through a 40-hour week, eight month, hands-on direct instruction at VCC (six months classroom instruction, two months internship at a BAC member company). In addition to the CADD technical training curriculum, a parallel curriculum in professional socialization is provided to enhance employability of the student. CADD will enroll a minimum of 24 students, train in CADD, assist in job placement, and conduct follow-up activities for 100 days.

PROJECT PRODUCTS:

Brochure
Newsletter
Training manual
Videotape
Curricula
Journal articles
Replication manual

PROJECT TITLE:
Adult Human Services Curriculum Project

INSTITUTE #: 156

COMPETITION #: 84.078C

CONTACT PERSON:
Mary E. Brady, Ph.D.

DATE FEDERAL FUNDING EXPIRED: 8/31/90

MAILING ADDRESS:
Shriver Center
200 Trapelo Road
Waltham, MA 02254

TELEPHONE #: (617) 642-0287

PROJECT PURPOSE:

To develop, pilot, and disseminate a curriculum package to train youth with severe learning disabilities for employment in adult human service agencies.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

1. Write journal articles.
2. Submit articles to six professional newsletters.
3. Write grant application for further evaluation of user outcomes and usability.
4. Circulate supplementary audiovisual materials to agencies using curriculum on a loan basis, upon request.
5. Duplicate and distribute curriculum package upon request.
6. Complete additional teaching and learning strategies for Instructor's Guide.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Education and training (use of curriculum materials), Arlyn Roffman, Ph.D., Director, Threshold Program, Lesley College, 28 Everette St., Cambridge, MA 02138.
2. Replication, Robert Harth, Ph.D., PACE, National College, 2840 Sheridan Rd., Evanston, MA, (708) 570-7200.
3. Refinement/revision, Ms. Theresa Brady, Schools for Children, 34 Winter St., Arlington, MA 02174.

PROJECT PRODUCTS:

Project Developed Instrument - Employers Needs Assessment for Adult Human Services Agencies, contact Mary E. Brady, Shriver Center, 200 Trapelo Rd., Waltham, MA 02254.

Curricula - Adult Human Services Curriculum Student Text ($160.00, 1500 pages, enlarged print), Instructor's Guide (750 pages), Videotape (2 1/2 hours), Audiotapes, Computer software, contact Mary E. Brady, Shriver Center, 200 Trapelo Rd., Waltham, MA 02254.

Journal Article/Monograph - A Teaching Curriculum to Prepare Students with Severe Learning Disabilities for Careers in the Adult Human Services Field in Conference Proceedings, 1990 (in progress, $29.00), Young Adult Institute, 460 W. 34th St., New York, NY 10001-2382.

PROJECT TITLE:
Project Access

CONTACT PERSON:
Patricia Kercher

MAILING ADDRESS:
Great Falls Vocational-Technical Center
2100 - 16th Ave., South
Great Falls, MT 59405

TELEPHONE #: (406) 771-7140

INSTITUTE #: 157

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED: 9/30/90

PROJECT PURPOSE:

The purpose of this project is to develop, implement, and validate specially designed and coordinated services and educational programs to facilitate and encourage successful education for handicapped adults and their nonhandicapped peers.

PROJECT PRODUCTS:
Brochure
Student Handbook
Videotape
Journal articles

PROJECT TITLE:
LD-Talents: Learning Disabilities-Technical Assistance for Leadership in Education

CONTACT PERSON:
Julie Geis

MAILING ADDRESS:
University of Nebraska
253K Barkley Memorial Center
Lincoln, NE 68583

TELEPHONE #: (402) 472-5530

INSTITUTE #: 158

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED: 7/30/90

PROJECT PURPOSE:

To train existing community college personnel in model practices for learning disabled students and establish a visible transition network for LD students among high schools, intermediate education agencies, offices of vocational rehabilitation services, and community colleges.

PROJECT PRODUCTS:

Brochure
Newsletter
Training manual
Videotape
Journal articles

PROJECT TITLE:
The Total Impact Model: A Community College/Trade School Collaboration for Learning Disabled Young Adults

INSTITUTE #: 159

COMPETITION #: 84.078C

CONTACT PERSON:
Dr. Dolores Perin

DATE FEDERAL FUNDING EXPIRED: 9/30/90

MAILING ADDRESS:
Center for Advanced Study in Education-Rm 620N
CUNY Graduate School and University Center
33 W. 42nd St.
New York, NY 10036

TELEPHONE #: (212) 642-2937

PROJECT PURPOSE:

To study the feasibility of providing vocational training to learning disabled, special education high school leavers utilizing both a community college and a not-for-profit trade school. The target population consists of young adults aged 17-28 who have exited special education high school programs but do not have regular high school diplomas, or if they have obtained such diplomas, are not interested in or appropriate for matriculation into an existing community college program. Participants have reading levels averaging 4-5th grade and tend to be in the borderline range of measured intellectual functioning. Primary goals/objectives: implement training in vocational skills, basic skills, and interpersonal skills; provide services of a full time learning disabilities specialist in vocational classrooms; provide tutoring, work-study job coaching, career counseling and parent workshops; and evaluate program outcomes.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

1. Disseminate final report in the form of a monograph and curriculum guidelines that are designed to promote project replication.
2. Provide technical assistance to those wishing to replicate all or parts of the program.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Training and education components of the program, Craig Michaels, (516) 747-5400, ext. 1330, Community College, VR and a not-for-profit facility
2. Vocational training, Sonia Braniff, (718) 935-3468, secondary school and a not-for-profit rehabilitation agency.

PROJECT PRODUCTS:

Journal Articles/Monographs - The Transition from School to Work of Urban Young Adults with Severe Learning Disabilities: A Model Demonstration (price to be determined), Dr. Dolores Perin, Center for Advanced Study in Education

Curricula - Vocationally-Related Literacy Instruction for Learning Disabled Young Adults: Curriculum Guidelines (price to be determined), Dr. Dolores Perin, Center for Advanced Study in Education

PROJECT TITLE:
Comprehensive Learning Program: A
Cooperative Model for Services

CONTACT PERSON:
Rosa Hagin

MAILING ADDRESS:
Fordham University
Lincoln Center
113 W. 60th St., Room 1004
New York, NY 10023

TELEPHONE #: (212) 841-5579

INSTITUTE #: 160

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED: 8/31/90

PROJECT PURPOSE:
The purpose of this project is to improve the literacy of learning disabled adults. Components included: educational intervention, counseling, and computers.

PROJECT PRODUCTS:
Brochure
Training manual
Journal articles
Replication manual

PROJECT TITLE:
Enhancing Vocational Possibilities for
Young Adults with Learning Disabilities

CONTACT PERSON:
Craig Michaels

MAILING ADDRESS:
National Center on Employment and Disability
Human Resources Center
I.U. Willets Road
Albertson, NY 11507

TELEPHONE #: (516) 747-5400

INSTITUTE #: 161

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED: 8/31/90

PROJECT PURPOSE:

This project has served as a model at four community colleges to demonstrate that community college students with learning disabilities can become competitive employed in jobs commensurate with their abilities. This goal is realized through the provision of comprehension, campus-based, vocational support services.

PROJECT PRODUCTS:

Brochure
Training manual
Curricula
Journal articles
Replication manual

PROJECT TITLE:
Project JOB

CONTACT PERSON:
Lisa Colton/Irwin Rosenthal, Ph.D.

MAILING ADDRESS:
239 Greene St.
400 East Building
New York, NY 10003

TELEPHONE #: (212) 998-5572

INSTITUTE #: 162

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED: 8/31/90

PROJECT PURPOSE:

To establish a demonstration project for learning disabled/mildly handicapped high school students with a focus on career/job development and training. Project JOB will have three treatment groups: a traditional career education program; a career exploration program, including experience-based career education through a series of work-world internships; and a high school coursework and vocational exploration and training program.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

1. Final data collection.
2. Data analysis.
3. Final report.

PROJECT PRODUCTS:

Brochure - Project Brochure
Student Handbook - A Resource Guide for Young Adults with Learning Disabilities
Journal Articles/Monographs - Counseling the Learning Disabled Adolescent and Adult: Developmental Issues and Counseling Issues

PROJECT TITLE:
Access to Computers for Disabled Students

CONTACT PERSON:
William Roth

MAILING ADDRESS:
SUNY at Albany
P.O. Box 9
Albany, NY 12201

TELEPHONE #: (518) 442-3850

INSTITUTE #: 163

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED: 7/31/90

PROJECT PURPOSE:

To make computers and their modifications in hardware and software accessible to disabled students by a directed organizational effort combining diverse elements in one model project. To mainstream disabled students into computer environments of the University and to prepare them for an increasingly technological world.

PROJECT PRODUCTS:

Journal articles
Software and hardware bibliography

PROJECT TITLE:
Learning Disabilities Consortium

CONTACT PERSON:
Jane O. Rochester

MAILING ADDRESS:
Central Piedmont Community College
Special Services
P.O. Box 35009
Charlotte, NC 28235

TELEPHONE #: (704) 342-6556

INSTITUTE #: 164

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED: 8/31/90

PROJECT PURPOSE:

To facilitate transition of LD students from public secondary to public postsecondary institutions. Services provided include: peer mentors, tutors, personal/academic/career counseling, supplemental evaluation of learning styles/strengths and weaknesses, and referral to community agencies as necessary.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

1. 67 new students at YTC, 35 new at CPCC, 10 new at UNCC.
2. Continuation of postsecondary inservice training within the institutions, community, and at other community colleges.
3. Continuation of dissemination of grant findings and products.
4. Development and early dissemination.
5. Workshops for tutor training, and student participants.
6. UNCC peer mentoring program continuing at no cost (volunteer).

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Replication and dissemination of information, Jane Rochester, Central Piedmont Community College, Special Services, P.O. Box 35009, Charlotte, NC 28235, (704) 342-6556/6552.
2. CPCC/UNCC/YTC Intake, Assessment, Referral Placement, Training, Counseling, Program Refinement, Debbie Gladden, LEAP Director, York Technical College, U.S. 21 Bypass, Rock Hill, SC 29730, (803) 324-3130.
3. CPCC/YTC Placement and Follow-up,Janet Daniel, Disabled Student Services, UNCC, Charlotte, NC 28223, (704) 547-4354.
4. (Education) Transition Workshop and Curriculum for Study Skills Teachers of Exceptional Children, Elizabeth R. O'Neal, Program Specialist LD/MH, Charlotte-Mecklenburg Schools, 701 E. Second St., Charlotte, NC 28230, (704) 379-7120 or Pat Copeland, Vocational Resource Teacher, Charlotte-Mecklenburg School System, 701 E. Second St., Charlotte, NC 28230.

PROJECT PRODUCTS:

Brochure - Learning Disabilities Consortium and Employment for the Learning Disabled, CPCC, Jane Rochester, Central Piedmont Community College, Special Services, P.O. Box 35009, Charlotte, NC 28235

Videotape - College Transition ($25.00), NCRRC, Media Production Dept., CPCC, P.O. Box 35009, Charlotte, NC 28235

Replication Manual - Peer Mentor Training Manual ($10.00), CPCC, Jane Rochester, Central Piedmont Community College, Special Services, P.O. Box 35009, Charlotte, NC 28235

Curricula - Transition Workshop Curriculum, CPCC, Jane Rochester, Central Piedmont Community College, Special Services, P.O. Box 35009, Charlotte, NC 28235

Final Report LDC, CPCC, Jane Rochester, Central Piedmont Community College, Special Services, P.O. Box 35009, Charlotte, NC 28235

PROJECT TITLE:
Transitional Assistance for Postsecondary Students (TAPS)

INSTITUTE #: 167

COMPETITION #: 84.078C

CONTACT PERSON:
Judy Johnson

DATE FEDERAL FUNDING EXPIRED: 8/31/90

MAILING ADDRESS:
Amarillo College
P.O. Box 447
Amarillo, TX 79178

TELEPHONE #: (806) 371-5436

PROJECT PURPOSE:

The TAPS courses will continue to be offered. The Basic Personal Development course will continue to be taught by the TAPS Director and will provide the foundation needed by most learning disabled students for college success. The Study Skills Lab will also be offered for TAPS students only. The other courses will continue to be offered as a part of the college curriculum, available to all students.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

1. Develop a computerized Individual Transition Plan (ITP). Academic and behavioral strengths, weaknesses, and action plans are put on the computer by the student; the student can update and modify the plan easily.
2. Develop and conduct a Follow-up Survey for all formers TAPS.
3. Develop and conduct a needs survey of educators, students, and parents in the middle schools and high schools in Amarillo.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Intake, Judy Johnson, Amarillo College.
2. Assessment, Lloyd Meroney, (806) 371-5438, Amarillo College.
3. Referral, Nedra Dill, Texas Rehabilitation Commission, 5809 S. Western, Amarillo, TX 79110, (806) 353-7491.
4. Advising, Kristin Kirkpatrick, (806) 371-5422, Amarillo College.
5. Followup, Judy Johnson and Nedra Dill, Amarillo College and Texas Rehabilitation Commission.
6. Learning Disabilities Advising Council, Nedra Dill, Amarillo College.

PROJECT PRODUCTS:

Brochure - TAPS Brochure (free), Amarillo College

PROJECT TITLE:
University Bound Learning Disabled Student Transition

CONTACT PERSON:
Anna B. Williams

MAILING ADDRESS:
Center for Disabled Student Services
University of Utah
160 Union
Salt Lake City, UT 84112

TELEPHONE #: (801) 581-5020

INSTITUTE #: 168

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED: 6/30/90

PROJECT PURPOSE:

To enhance departmental academic programs and research efforts in teacher education. To identify university-bound LD students. To give them skills necessary for university entrance and assist with the transition from high school to university. To insure that university educational support services continue tracking the LD student to graduation.

PROJECT PRODUCTS:

Student handbook
Project-developed instruments
Videotape
Curricula
Journal articles
Replication manual
Collaboration handbook

PROJECT TITLE:
Project HAPPEN

INSTITUTE #: 169

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED: 8/31/90

CONTACT PERSON:
Connie Dalke

MAILING ADDRESS:
University of Wisconsin-Whitewater
Roseman 2019
Whitewater, WI 53190

TELEPHONE #: (414) 472-5239

PROJECT PURPOSE:

To provide appropriate liaison services at regional high schools to facilitate admission opportunities for high school learning disabled students; to teach identified high school juniors and their LD teachers a summer program on a college campus to provide metacognitive strategies for developing independent learning behaviors prior to their senior year of high school; to provide a comprehensive psychoeducational assessment and to develop an individualized learning profile during the summer after high school graduation; to develop and provide training opportunities for tutorial staff and faculty advocates during each summer the project is in place; to enhance professional placement opportunities for learning disabled college graduates by providing program assistance to the College Placement Service at Muskingum College; to provide for national dissemination of a regionally based consortium of secondary and postsecondary schools.

PROJECT PRODUCTS:

Brochure - Now available
Parent Handbook - Now available
Student Handbook - Now available
Training Manual - Now available
Slide Presentation - Now available
Curricula - Now available
Replication Manual - Now available
Organizational Guide - Not indicated

PROJECT TITLE:
Demonstration Project for Learning Disabled: Cooperative Learning at the College Level

INSTITUTE #: 170

COMPETITION #: 84.078C

CONTACT PERSON:
Laurie Gramatzki

DATE FEDERAL FUNDING EXPIRED: 8/31/90

MAILING ADDRESS:
Learning Disabilities Program
Disabled Student Services
University of Wisconsin at Milwaukee
P.O. Box 413
Milwaukee, WI 53105

TELEPHONE #: (414) 229-6239

PROJECT PURPOSE:

To recruit, diagnose, assess, and provide supportive services for university students with learning disabilities.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

1. Continued academic support services to students with learning disabilities.
2. Continued cooperation between departments within the University.
3. Increase inservice training to faculty and staff within the University.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Referral and Intake Program, refinement and revision, Laurie Gramatzki, University of Wisconsin.
2. Assessment (students need to self-pay currently $65), Dr. Anne Teeter, Center for Behavioral Studies, University of Wisconsin-Madison, 267 Enderis Hall, Milwaukee, WI 53105.
3. Tutorial Program, Laurie Gramatzki, University of Wisconsin.
4. Academic Support Services, Laurie Gramatzki, University of Wisconsin or Department of Learning Skills and Educational Opportunities, University of Wisconsin-Madison, P.O. Box 413, Milwaukee, WI 53201, (414) 229-5135.

PROJECT PRODUCTS:

Brochure - Program brochures (free), LD Program, University of Wisconsin-Madison.
Journal Articles/Monographs - Manuscript submitted.

PROJECT TITLE:
Project STRIDE: Services for Transition to Independence Through Education

CONTACT PERSON:
Dr. Jovita M. Ross-Gordon

MAILING ADDRESS:
Adult Education Program
Penn State University
403 S. Allen St.
University Park, PA 16801

TELEPHONE #: (814) 863-3781

INSTITUTE #: 215

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED: 6/30/90

PROJECT PURPOSE:

The project goal is to develop and demonstrate a model to provide transition training and employment services to mildly disabled adults. The model capitalizes on the excess capacity and expertise of the Pennsylvania area vocational-technical schools, at per student cost that is within various local service agency guidelines. The target population is adults with learning disabilities. Services provided to clients include vocational assessment and counseling; life coping, and related academic instruction; transitional supervised employment; placement in full-time employment; and follow-up.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

1. Training - 19 new students trained in 13 vocational areas.
2. Placement/follow-up - 85% of Year 1 students employed or in further training; 52% of Year 2 placed by time of final report.
3. Staff development - Formal meeting held with all involved teachers to assess needs; informational continued.
4. Dissemination - Presentations at two national conferences and two state associations.
5. Evaluation - Interviews with students and teachers in addition to analysis of numerical goal.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Intake Training, educational counseling referral on mainstreamed basis in adult and intergenerational programs with financial support from OVR as appropriate, Edith Isacke, Director, Altoona Area Vocational Technical School, Adult and Continuing Education, 1500 Fourth Ave., Altoona, PA 16602

PROJECT PRODUCTS:

Replication Manual - Manual for Implementing Project STRIDE ($18.00), Institute for the Study of Adult Literacy

Report ($22.00), Institute for the Study of Adult Literacy

COMPETITION PROFILE: CFDA 84.158C

SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTH: MODELS FOR PLANNING AND IMPLEMENTATION OF TRANSITIONAL SERVICES

INITIAL COMPETITION: 12/07/84
SECOND COMPETITION: 1/21/86
THIRD COMPETITION: 12/15/86

PURPOSE OF COMPETITION

The purpose of the initial competition was to support projects designed to plan and develop cooperative models for activities among state or local education agencies and adult service agencies. These models would facilitate effective planning and program development to meet the service and employment needs of youths with disabilities as they leave school. Specifically, model programs were to target those youths who need but have traditionally had problems linking up with community-based training programs and services or obtaining and maintaining employment. Projects were expected to consist of a planning phase, focused on developing a cooperative planning model, and an implementation phase, during which the model would be implemented and evaluated.

The program focus was more explicit in the second competition, specifying that the planning phase (Year 1) result in cooperative, systemic planning beyond collaboration to formal working commitments and agreements. Further, the planning process was to be sufficiently documented in terms of procedures, resources required, and outcomes obtained to allow others to replicate it. The implementation phase was extended to two years in the FY 1986 competition, with an emphasis on the replicability of the model. The model demonstration was also to provide for rigorous evaluation in order to determine its effectiveness in extending current knowledge about the transitional needs of youths with disabilities.

The second competition also emphasized the collaborative nature of the model projects, while stressing the need for applicants to show the commitment of participating education, rehabilitation, or other service providers within the application.

The focus for FY 1987 was identification of systemic agency barriers in affecting the transition process; development and implementation of innovative approaches for transitional service delivery; and evaluation of the effectiveness of cooperative planning and implementation. The third competition reflected the requirements of the second competition (FY 1986) for a planning phase and an implementation and evaluation phase. The target population remained the same as in the initial competition.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by P.L. 98-199.

ELIGIBLE RECIPIENTS

Institutions of higher education, state and local educational agencies, and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act) were eligible for all three competitions.

FUNDS AVAILABLE

Approximately $900,000 was available for support of an estimated 13 new cooperative models in fiscal year 1985. The approximate amount available for fiscal year 1986 was $880,000 for support of 8-10 new models. The approximate amount available for FY 1987 was $700,000 for an estimated seven awards.

NUMBER OF GRANTS AWARDED

In FY 1985, 16 model demonstration grants were awarded. In FY 1986, 10 new model demonstration grants were awarded. In FY 1987, 12 new model demonstration grants were awarded.

DURATION

For FY 1985, project support was available for two years subject to an annual review of progress and availability of funds. All FY 1985 projects expired in 1987. Project support was extended to three years for both FY 1986 and FY 1987 projects, subject to an annual review and availability of funds. Ten projects in this competition expired in 1989.

SUMMARY OF 84.158C EXPIRED PROJECT PROFILES

SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTH: MODELS FOR PLANNING AND IMPLEMENTATION OF TRANSITIONAL SERVICES

PROJECT PURPOSE

Federal funding for 12 projects in this competition expired in 1990. The overall purpose of these projects was to provide transitional services that would enhance the attainment of outcomes, such as employment and community participation, for youths with disabilities. A major program component for most projects was development of a cooperative transition planning and service delivery model. Projects served youth with various handicapping conditions.

FOCUS OF CONTINUATION ACTIVITIES

Seven of the 12 projects described the focus of their continuation activities after the expiration of federal funding, including technical assistance, placement, interagency cooperation, inservice training, assessment, research, dissemination, evaluation, and replication.

PROJECT COMPONENTS BEING CONTINUED

Seven projects identified specific program components that will be continued despite the lapse of federal funds. These components include placement and follow-up, interagency coordination, marketing of services, dissemination, program planning, needs assessment, referral, and curricula.

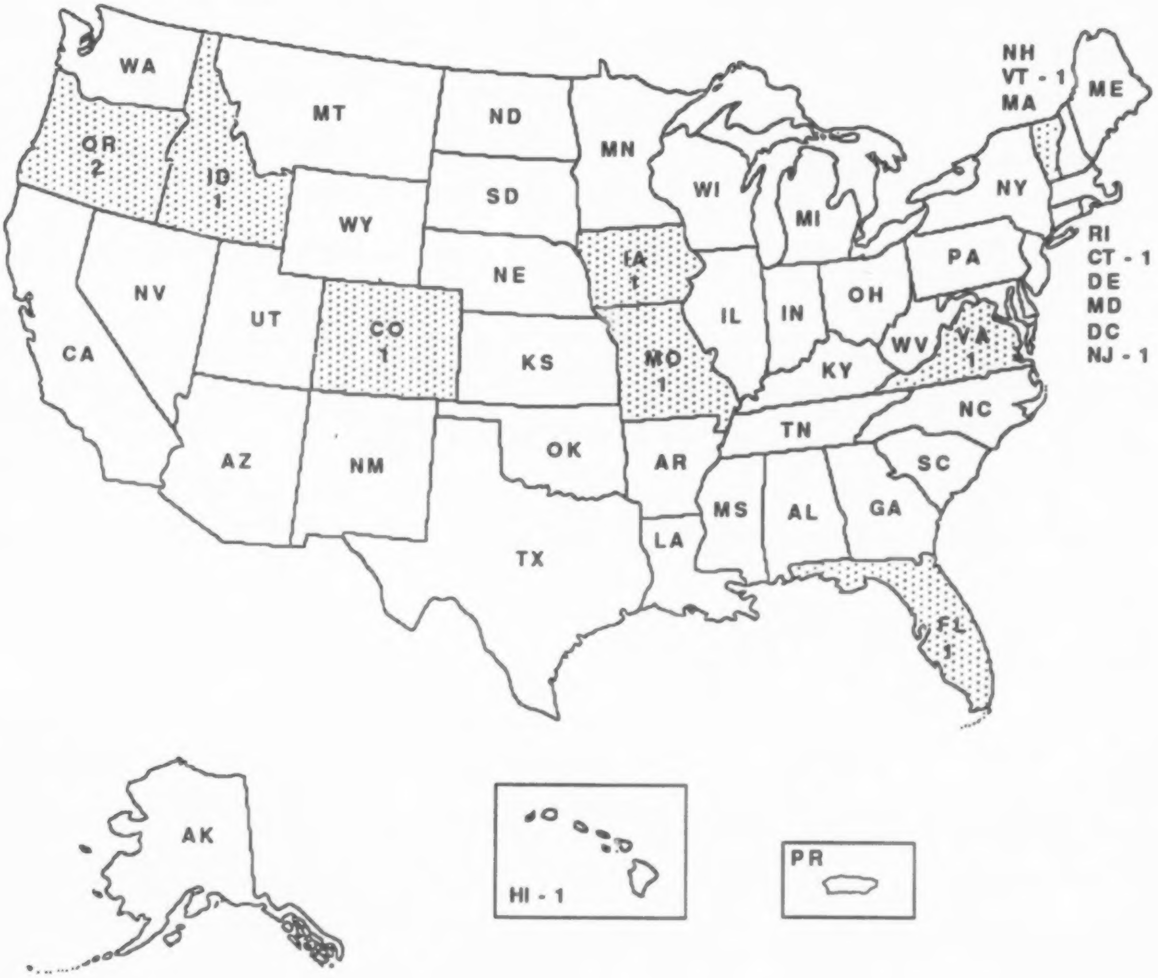
PROJECT PRODUCTS

Eleven projects reported on the availability of project products, specifically, project-developed instruments, journal articles, replication manuals, brochures, newsletters, training manuals, handbooks, databases, videotapes, and project reports.

Location of 84.158C Expired Projects

Geographic Distribution of 84.158C Expired Projects as of May 1991

(N = 12)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PROJECT TITLE:
Oregon Secondary Special Education and
Transition Team Model

INSTITUTE #: 181

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED: 6/30/90

CONTACT PERSON:
Ray S. Rothstrom

MAILING ADDRESS:
Oregon Department of Education
700 Pringle Parkway, SE
Salem, OR 97310

TELEPHONE #: (503) 378-4765

PROJECT PURPOSE:

To develop, field-test, revise, and implement a model for improving secondary special education and transition services for students with either mild or severe disabilities in school districts throughout Oregon. The foundation for this statewide effort includes a comprehensive research examination of the current status of services and programs in Oregon, as well as a series of activities designed to build a strong and broad coalition of support for needed improvement.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

1. Refinement and improvement of the following procedures: Needs Assessment Instrument; Team Leaders Handbook; Catalog of Standards and Objectives; Management Information System.
2. Maintenance and expansion of community transition team sites from 34 in 1989-90 to 39 in 1990-91.
3. Technical assistance to states replicating the Oregon model: Washington, Nevada, Arizona and New South Wales, Australia.
4. Technical assistance to field sites through two team leader meetings and two on-site visits to each transition team.
5. Contract to University of Oregon to assist with refining procedures and organizing team leader meetings.
6. Increase of FTE to facilitate the transition program from 1.2 to 1.35.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Team Building, Ray Rothstrom, Oregon Dept. of Education, 700 Pringle Parkway, SE, Salem, OR 97310
2. Needs Assessment, Ray Rothstrom, Oregon Dept. of Education, 700 Pringle Parkway, SE, Salem, OR 97310
3. Program Planning, Ray Rothstrom, Oregon Dept. of Education, 700 Pringle Parkway, SE, Salem, OR 97310
4. Program Implementation, Ray Rothstrom, Oregon Dept. of Education, 700 Pringle Parkway, SE, Salem, OR 97310
5. Program Evaluation through Year End Reporting Process, Dr. Andrew Halpern, College of Education, Secondary Special Education, University of Oregon, Room 175 Education, Eugene, OR 97401
6. Management Information System, Dr. Andrew Halpern, College of Education, Secondary Special Education, University of Oregon, Room 175 Education, Eugene, OR 97401

PROJECT PRODUCTS:

- Training Manuals - Team Leader's Manual; Facilitation Manual; Management Information System Manual
- Computer Software MIS
- Needs Assessment Instrument

PROJECT TITLE:
A Statewide Model for Cooperative
Planning and Developing Transitional
Services

CONTACT PERSON:
Marc Hull

MAILING ADDRESS:
Vermont State Dept. of Education
Special Education Unit
120 State St.
Montpelier, VT 05602

TELEPHONE #: (802) 656-2936

INSTITUTE #: 182

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED: 6/30/90

PROJECT PURPOSE:

To develop, implement, and evaluate a model for state- and local-level interagency collaboration between the Divisions of Special Education and Vocational Education, the Division of Mental Health, the Division of Vocational Rehabilitation, and the Department of Employment and Training. The goal is to enhance the transitional services available to youth labeled mentally retarded in Vermont. This goal is being achieved through a variety of planning, implementation, and evaluation activities designed to increase the number of youths who are placed in competitive or supported employment, or postsecondary vocational training prior to or immediately following graduation from high school.

PROJECT PRODUCTS:
Project-developed instruments
Journal articles
Replication manual

PROJECT TITLE:
Project PLACEMENT

CONTACT PERSON:
Dr. Sharon deFur

MAILING ADDRESS:
Virginia Department of Education
P.O. Box 6Q, 23rd Floor
Richmond, VA 23216

TELEPHONE #: (804) 225-2880

INSTITUTE #: 183

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED: 6/30/90

PROJECT PURPOSE:

To develop, implement, and refine a model that ensures successful competitive employment for job-ready special education students exiting the public schools. It involves developing a secondary/postsecondary system for job placement and replication of the model throughout the state.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

Using funding from the Virginia Employment Commission, Project PLACEMENT job placement services are being continued in three regions covering eight LEAs. No increase in service is projected. Focus of project is to continue to develop interagency activities and planning for seniors exiting school with vocational training.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Job Placement and Follow-Along, Bernice Williams, 703 E. Main St., Richmond, VA 23211, (804) 786-4095, Virginia Employment Commission.
2. Job Readiness Assessment, Mr. Steve Kirby, Vocational Evaluation, Woodrow Wilson Rehabilitation Center, Fishersville, VA 22939, (703) 332-7245, LEAs and Dept. of rehabilitative Services.
3. Referral Screening, Dr. Sharon deFur, Coordinator, Transition Services, Virginia Dept. of Education, P.O. Box 6Q, 23rd Floor, Richmond, VA 23216, (804) 225-3242, LEA.
4. Referral Options for Non-Job Ready, E. Y. Brown, DRS, 4901 Fitzhugh Ave., Richmond, VA 23230, (804) 327-0292, Dept. of Rehabilitative Services.

PROJECT TITLE:
Secondary Education Transition Model

INSTITUTE #: 184

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED: 6/30/90

CONTACT PERSON:
Pat Sample

MAILING ADDRESS:
Transition Services
Colorado State University
303 Occupational Therapy Bldg.
Fort Collins, CO 80521

TELEPHONE #: (303) 491-5930

PROJECT PURPOSE:

To plan and implement comprehensive transition services for severely handicapped students beginning at the secondary school level. This project will be conducted in cooperation with parents, state and local service agencies, and three local school districts (suburban and rural).

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

1. Interagency Advisory Council (including the Special Education Directors of all participating school districts, as well as representation from all participating adult service agencies, educational agencies, and parent organizations), will continue meeting on a quarterly basis to guide transition planning efforts in the NE corner of Colorado.
2. Continue inservice training in transition planning to all new school staff, parents, and adult service providers to ensure continued long-range planning for students within the participating districts.
3. Increase the scope of transition planning to include students with less challenging disabilities, such as learning disabilities and emotional and behavioral disorders.
4. Begin transition planning during the elementary school years for students with disabilities.
5. Continue to provide the replication manual, "Transition Planning: Creating a Positive Future for Students with Disabilities" for the cost of copying and handling to all interested individuals and organizations.
6. Continue functional, community-referenced assessments for students to determine current level of functioning, goals, needs, etc.
7. Continue research activities related to outcomes of students and IEPs following transition planning.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Agency Coordination, Linda Conte, Colorado Rehabilitation Services, 2850 McClelland, Suite 2000, Ft. Collins, CO 80525, (303) 223-9823.
2. Dissemination, Pat Sample, Transition Services, Colorado State University, 303 Occupational Therapy Bldg., Ft. Collins, CO 80523, (303) 491-5930.
3. Follow-up Training, Joe Hendrickson, Director, Special Education Services, Poudre School District R-1, 2407 Laporte Ave., Ft. Collins, CO 80521.
4. Program Refinement, Joe Hendrickson, Director, Special Education Services.
5. Research, Pat Sample, Transition Services.

PROJECT PRODUCTS:

Everything below can be ordered from Pat Sample, Transition Services, Colorado State University, 303 Occupational Therapy Bldg., Ft. Collins, CO 80523

Replication Manual - Transition Planning: Creating a Positive Future for Students with Disabilities ($5.00)

Project Developed Instruments - IEP/IETP/Functionality Rating Instrument ($3.00)

Research Article - Functional Changes of Individualized Education Programs Following Transition Planning, Training and Implementation ($5.00)

Sample Interagency Agreement, N/C

PROJECT TITLE:
Connecticut Transition Initiative

CONTACT PERSON:
Valerie V. LaVake

MAILING ADDRESS:
Easter Seal Society of Connecticut
P.O. Box 100
Hebron, CT 06248

TELEPHONE #: (203) 228-9438

INSTITUTE #: 185

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED: 6/30/90

PROJECT PURPOSE:

To develop an interagency, statewide initiative for more effective transition planning and service delivery options for secondary students with disabilities in the state of Connecticut.

PROJECT PRODUCTS:

Brochure
Newsletter
Training manual
Project-developed instruments
Journal articles

PROJECT TITLE:
Project Life LAB

INSTITUTE #: 186

COMPETITION #: 84.158C

CONTACT PERSON:
Vince Perez, Transition Coordinator

DATE FEDERAL FUNDING EXPIRED: 6/30/90

MAILING ADDRESS:
School Board of Alachua County
620 E. University Ave.
Gainesville, FL 32601

TELEPHONE #: (904) 336-3676

PROJECT PURPOSE:

The overall project goal is to identify agency barriers to a successful transition, and to implement a cooperative planning program of integrated transitional services for handicapped youth. The focus of the project has been student, parent, and teacher motivation to assist in the development and pursuit of realistic personal and career goals, and the obtaining of services, training, and successful employment in an appropriate setting according to individual capabilities. The students served include approximately 500 secondary students in grades 9-12 who are served in Exceptional Student Education in Alachua County.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

1. Transition Coordinator position has been funded by district.
2. Expanded Community Based Training Program - add training sites, school sites, and students.
3. Implement joint inservice training for vocational teachers and exceptional education teachers.
4. Interagency Transitional Council will continue to meet bi-monthly.
5. Continue to utilize and expand motivational curriculum in all secondary settings.
6. Expand transition planning efforts for more intensive-needs students at a younger age, i.e., middle school.
7. Focus dissemination of interagency information to parents of severe and profoundly handicapped and increase options for adult severe and profoundly handicapped.
8. Disseminate project products.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Motivational Curriculum - Excel Club, Vince Perez, School Board of Alachua County
2. Motivational Curriculum - Community Based Training and Instruction, Vince Perez, School Board of Alachua County
3. Motivational Curriculum - Teacher Inservice, Vince Perez, School Board of Alachua County
4. Interagency Transition Council, Vince Perez, School Board of Alachua County and Interagency Council Members
5. Interagency Transition IEP (ITP), Vince Perez, School Board of Alachua County and Interagency Council Members
6. Interagency Information - Fairs for Students and Families, Vince Perez, School Board of Alachua County and Interagency Council Members

PROJECT PRODUCTS:

Videotape - Life LAB ($6.00), contact Vince Perez

Brochure - Project Life LAB - Overview ($7.00); Community Based Training ($7.00), contact Vince Perez

Student Handbook - Excel Club (Motivational Curriculum ($7.00), contact Vince Perez

Replication Manual - Project Life LAB - Interagency Transition Handbook ($7.00), contact Vince Perez

Project Life LAB Final Evaluation Report ($4.00), contact Vince Perez

PROJECT TITLE:
Hawaii Cooperative Models for Planning and Developing Transitional Services

INSTITUTE #: 187

COMPETITION #: 84.158C

CONTACT PERSON:
Robert A. Stodden, Ph.D.

DATE FEDERAL FUNDING EXPIRED: 6/30/90

MAILING ADDRESS:
Hawaii University Affiliated Program
1776 University Ave., Wist 211
Honolulu, HI 96822

TELEPHONE #: (808) 956-9199

PROJECT PURPOSE:

1. Continuation of interagency planning and monitoring of transition services.
2. Continuation of inservice training in support of statewide implementation of individualized transition planning.
3. Planning for continuing interagency measurement and use of outcome data to improve transition services.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

1. Analyze collected data regarding the availability and effectiveness of transition services to secondary-aged youth with disabilities.
2. Activate focused systems change activities as dictated by data analysis.
3. Evaluate, replicate, and disseminate the CTM.
4. Institutionalize demonstrated effective outcomes of the CTM.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Agency Coordination, Howard Okimoto, Office of Instructional Services, Special Instructional Programs and Services Branch, Department of Education, 3430 Leahi Ave., Honolulu, HI 96815.
2. Training, Howard Okimoto, Department of Education.
3. Follow-up and Intervention Planning, Ron James, Hawaii University Affiliated Program, 1776 University Ave., Wist 211, Honolulu, HI 96822.

PROJECT PRODUCTS:

Brochure - The Cooperative Model for Transition Effectiveness (25¢), Hawaii University Affiliated Program (HUAP)
Replication Manual - Replication Guide: Hawaii Cooperative Models for Planning and Developing Transitional Services ($34.95), HUAP
Training Manual - Guide to the Development of a Cooperative Interagency Planning and Evaluation Program ($4), HUAP; Description of the Cooperative Interagency Model for Measuring Transition Effectiveness ($2.50), HUAP
Project Developed Instruments - Hawaii Transition Follow-Along Questionnaire [M] ($1.50); HUAP; Hawaii Transition Follow-Along Questionnaire [S] ($1.50), HUAP
Final Performance Report - Hawaii Cooperative Models for Planning and Developing Transition Services ($12.95), HUAP
State Guidelines for Transition Planning (free), Hawaii Department of Education

PROJECT TITLE:
Idaho Transition Project

CONTACT PERSON:
Sharon W. Pond

MAILING ADDRESS:
Idaho State Department of Education
650 W. State St.
Boise, ID 83720

TELEPHONE #: (208) 334-3940

INSTITUTE #: 188

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED: 6/30/90

PROJECT PURPOSE:

The purpose of this federally funded project was to stimulate the development and improvement of programs for secondary special education, and to develop a system of cooperative planning and implementation of transition services through a coordinated system of local, regional, and state efforts.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

Four major components include:

1. Interagency working group and the exchange of personnel for various inservice and training needs.
2. inservice training at local, regional, and state workshops.
3. Availability of mini-grants to LEAs.
4. The development of school-based transition services in LEAs.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. University Postsecondary Student Support Services Projects, Sharon Pond, 650 W. State St., Boise, ID 83720, State Department of Education, Boise State University, Idaho State University, Lewis and Clark State College.
2. Cross-agency training blended funding, Sharon Pond, State Department of Education, Vocational Rehabilitation, Developmental Disabilities Council.
3. State level Interagency Working Group, Sharon Pond, shared by eight agencies.
4. Follow-along Project, Sharon Pond, State Department of Education, University of Idaho.
5. Continued revision of and dissemination of project materials (see part iv), Sharon Pond, State Department of Education.

PROJECT PRODUCTS:

Training Manual - Interagency Transition of Youth with Disabilities; Transition-School to Community; Transition in a Nutshell-A Teacher's Resource Manual; ITP Pilot Site Journal (free), Sharon Pond

Videotape - Transition-A Way of Life; Borah Pride (free), Sharon Pond

Parent Handbook - Recreation and Leisure Benefits; Training and Employment; Financial and Medical Benefits (free), Sharon Pond

PROJECT TITLE:
Promoting Competitive Employment Services for Persons with Severe Disabilities through a Coordinated Longitudinal Model

INSTITUTE #: 189

COMPETITION #: 84.158C

CONTACT PERSON:
Thomas Flynn

DATE FEDERAL FUNDING EXPIRED: 6/30/90

MAILING ADDRESS:
The University of Iowa
251 University Hospital School
Iowa City, IA 52242

TELEPHONE #: (319) 353-6451

PROJECT PURPOSE:

Develop and implement cooperative agreements among school and adult service providers in six separate geographic regions in Iowa to promote supported employment and transition options. The project will offer six examples of these cooperative programs to other school and adult providers initiating or expanding services for transition or supported employment.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Placement and follow along, Roberta Hurd, Willson-Beardshear School, 920 Carroll St., Ames, IA 50010, (515) 233-1433.
2. Agency coordination, Kathy Green, REA, Inc., Box 24, Conroy, IA 52220, (319) 662-4043.
3. Marketing of adult supported employment programs, Options of Linn County, 1019 - 7th St., SE, Cedar Rapids, IA 52401, (319) 398-3539.
4. Dissemination, Thomas Flynn, University of Iowa.

PROJECT PRODUCTS:

Journal Articles/Monographs - Supported Employment as an Intervention Package: A Preliminary Analysis of Functional Variables (free); Overcoming Obstacles to Long-Term Job Retention of Workers Placed in Supported Employment (free); Coordination Services (free), Thomas Flynn, University of Iowa

Newsletter - PROCESS Newsletter (free), Thomas Flynn, University of Iowa

Videotape - Supports for Employment: They Work for All of Us (N/A), only available in Iowa through the Government Planning Council Library

PROJECT TITLE:
Specialized Education/Rehabilitation
Transition Services (SERTS)

CONTACT PERSON:
Melanie L. Gibson

MAILING ADDRESS:
Advent Enterprises, Inc.
2116 Nelwood
Columbia, MO 65202

TELEPHONE #: (314) 474-8560

INSTITUTE #: 190

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED: 6/30/90

PROJECT PURPOSE:

To develop and implement a community system to transition handicapped youth exiting the public schools. These students will receive services to include case management, consultation, individualized assistance in job seeking skills, job search, and supported employment. Referral services are also provided in order to maximize the employment potential by utilizing existing resources and reducing duplication of effort.

PROJECT PRODUCTS:

Brochure
Replication manual
Training Package on Career Awareness

PROJECT TITLE:
Project LINK: A College-Based Transition Program for Non-College Bound Youth with Mild Handicaps

CONTACT PERSON:
Marjorie T. Goldstein, Ph.D.

MAILING ADDRESS:
William Paterson College of New Jersey
Dept. of Special Education and Counseling
Wayne, NJ 07470

TELEPHONE #: (201) 595-3092

INSTITUTE #: 191

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED: 6/30/90

PROJECT PURPOSE:

To facilitate the successful transition of high-risk mildly handicapped non-college bound postsecondary youth from school to community. Using the college campus as a "sheltered community" the program involves members in paid, part-time campus-based work experience focusing on work values/attitudes, and on the development of appropriate work behaviors; campus-based social and recreational needs activities coordinated by mentors in collaboration with members; and instruction, based on members needs and provided by mentors. A main objective is to create opportunities for members to "lose their labels" as they become increasingly independent of external controls and more self-reliant.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

Efforts were made to transplant specified program components to enrich/expand existing postsecondary options supported via DVR, PIC, DDD. Dramatic funding cuts in their programs have put all continuation activities on hold.

PROJECT PRODUCTS:

Brochure - Project LINK . . . . A Bridge from School to Community
Training/Replication Manual - Mentor Handbook

PROJECT TITLE:
From School to Adult Life: Building a Transition System

INSTITUTE #: 192

COMPETITION #: 84.158C

CONTACT PERSON:
Larry Rhodes

DATE FEDERAL FUNDING EXPIRED: 6/30/90

MAILING ADDRESS:
Specialized Training Program
University of Oregon
135 Education Bldg.
Eugene, OR 97403

TELEPHONE #: (503) 346-5311

PROJECT PURPOSE:
To involve education, adult services, and family participants in order to establish a state and local process for collective work to insure successful transition.

PROJECT PRODUCTS:
Newsletter
Training manual
Project-developed instruments
Journal articles
Transition model
Parent handbook
Transition outcomes database

COMPETITION PROFILE: CFDA 84.158L

SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTH: MODELS FOR PROVIDING SECONDARY MAINSTREAMED LEARNING DISABLED AND OTHER MILDLY HANDICAPPED STUDENTS WITH JOB RELATED TRAINING

INITIAL COMPETITION: 12/15/86

PURPOSE OF COMPETITION

The purpose of this priority was to provide support to projects that: (l) identify the job-related training and experience needed by mainstreamed secondary-aged students with learning disabilities and other mild disabilities to exit successfully school to competitive employment and an independent adult life; (2) develop vocational/occupational intervention models providing job-related training and experience while maintaining the students' placement predominantly with general education; and (3) evaluate the effectiveness of the model using quantitative and qualitative evaluation approaches and incorporating comparison groups or cohorts into the evaluation design.

The target population was specified for this competition as students at the secondary level with a learning disability or other mild disability receiving special education services within the general education class or receiving up to two hours of special education per day within a resource room class setting. Projects were to submit detailed information regarding the needs and problems encountered by the target population. Suggested components for inclusion in projects were a 13th-year component, job placement, counseling, on-the-job training, independent living skill training, and interpersonal skill training.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by the Education of the Handicapped Amendments of 1983, P.L. 98-199.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local education agencies, and other public and private non-profit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities under the Job Training Partnership Act.

FUNDS AVAILABLE

Approximately $700,000 was expected to be available for support of up to seven projects.

NUMBER OF GRANTS AWARDED

Ten grants were awarded under this competition.

DURATION

Project support was available for up to three years under this competition, subject to an annual review of progress and availability of funds.

SUMMARY OF 84.158L EXPIRED PROJECT PROFILES

SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTH: MODELS FOR PROVIDING SECONDARY MAINSTREAMED LEARNING DISABLED AND OTHER MILDLY HANDICAPPED STUDENTS WITH JOB-RELATED TRAINING

PROJECT PURPOSE

Federal funding for these 10 projects expired in 1990. The overall purpose of this competition was to provide support to projects that (a) identified the job-related training and experience needed by mainstreamed secondary-aged students with learning disabilities and other mild disabilities; (b) developed vocational/occupational intervention models providing job-related training and experience; and (c) evaluated the effectiveness of the model, using quantitative and qualitative evaluation approaches.

FOCUS OF CONTINUATION ACTIVITIES

Seven of the 10 expired projects reported on their continuation activities, including continued dissemination of materials, training, collection of follow-up data, interagency collaboration, counseling, conference presentations and inservice with school districts, technical assistance, and data analysis.

PROJECT COMPONENTS BEING CONTINUED

Six of the 10 expired projects identified specific program components that will be continued despite the lapse of federal funding. These include employment placement, training, and follow-up services, as well as interagency cooperation and dissemination.

PROJECT PRODUCTS

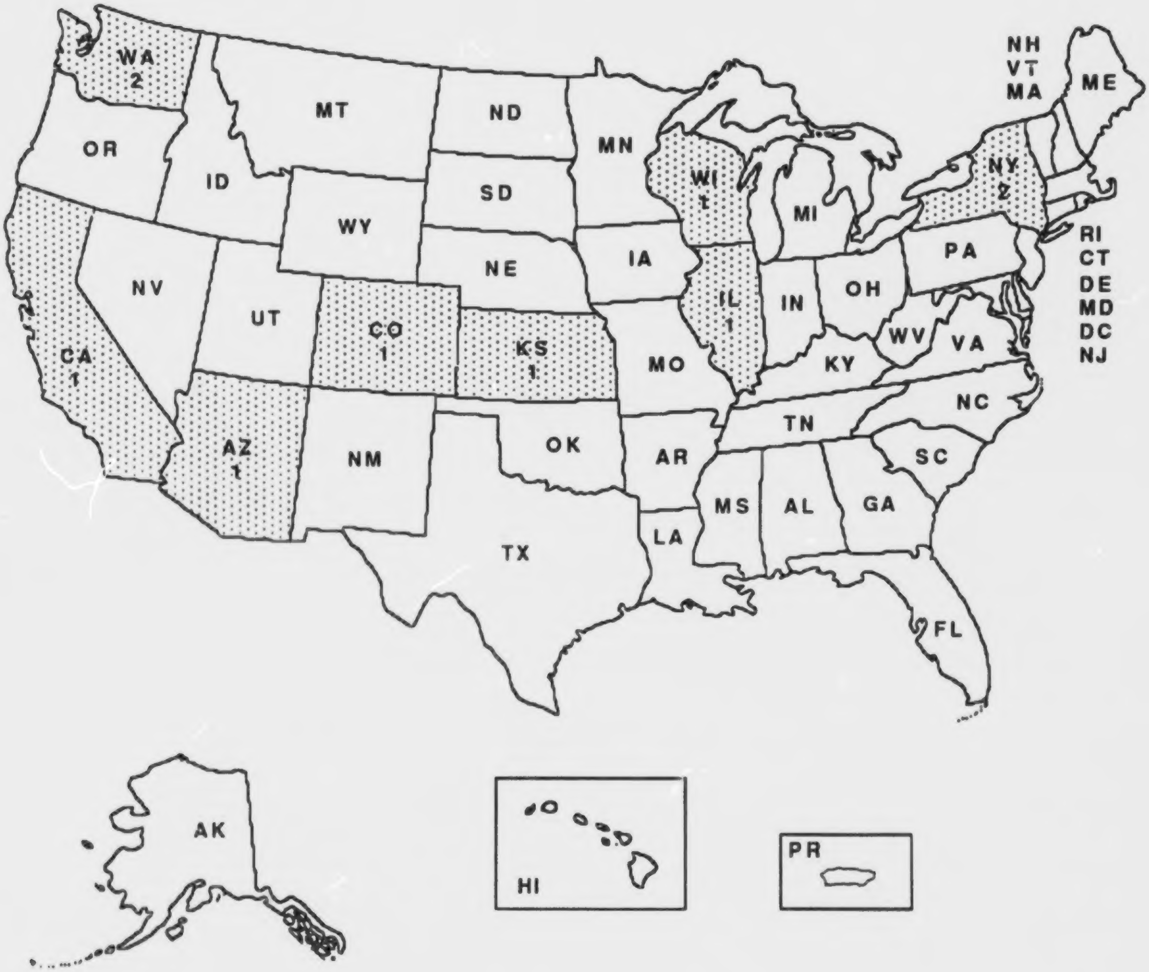
All projects provided a list of products developed during their funding period, specifically, brochures, journal articles, program reports, project-developed instruments, curricula, replication manuals, handbooks for students, parents, employers, videotapes, and catalogs.

Location of 84.158L Expired Projects

Geographic Distribution of 84.158L Expired Projects

as of May 1991

(N = 10)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PROJECT TITLE:
Project ACTIVITY

CONTACT PERSON:
Patricia D. Treeful

MAILING ADDRESS:
Special Education/Transition Projects
Tucson Unified School District
P.O. Box 40400
Tucson, AZ 85717-0400

TELEPHONE #: (602) 881-3000/882-2421

INSTITUTE #: 171

COMPETITION #: 84.158L

DATE FEDERAL FUNDING EXPIRED: 8/31/90

PROJECT PURPOSE:

To develop skill development packages in the areas of related skills, personal/social/living skills, learning strategies, and pre-entry vocational skills; provide comprehensive vocational evaluations for the mildly handicapped through observation of work or training settings; provide for coordination between family, school, employer, and appropriate agencies; and provide counseling support.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

1. Continued dissemination of the skill packages on a local, regional and national basis.
2. Continued training for teachers, students and agency staffs.
3. Continued revisions of the manuals as needed.
4. Collection and assessment of follow up data.
5. Completion of the annual educational seminar for employers.
6. Implementation and sharing with other agency personnel of the vocational/social skills modules as well as the peer tutoring modules.
7. Ongoing effort to provide interagency collaboration on further development of social skills and vocational modules.
8. Direct services of parent support meeting, counseling and social skills development to the student and parent support via group and individual meeting is continuing.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Student Transition Intake/ Eligibility Determination, Referral, VR-Chris Harmon, 628-5205; DD-Cindi Echols, 745-5588; TMD-Mary Melton, 623-5843; COPD-Ann Levy, 792-1906; SER-Ernesto Urias, 624-8629.
2. Student Transition Placement/Referral, VR-Chris Harmon, 628-5205; DD-Cindi Echols, 745-5588; TMD-Mary Melton, 623-5843; COPD-Ann Levy, 792-1906; SER-Ernesto Urias, 624-8629.
3. Follow up, VR-Chris Harmon, 628-5205; DD-Cindi Echols, 745-5588; TUSD Special Education Transition Projects-Pat Treeful, 881-3000.
4. Student Transition Training and Education of Student, JTPA/TMD-Mary Melton, 623-5843; JTPA/COPD-Ann Levy, 792-1906; PCEdge-Candace VerBrugghen, 884-8688; Pima Community College-Mary Lou Duffy, 884-6638.
5. Agency Coordination and Cooperation, VR-Chris Harmon, 628-5205; TUSD, Dan Perino, 881-3000; TUSD-Pat Treeful, 881-3000.
6. Dissemination, TUSD-Betsy Bounds, 882-2422; Jeff Hipskind, 882-2421; Dan Perino, 881-3000; Pat Treeful, 881-3000.

7. Parent Meetings, LEA in collaboration with state and local agencies, VR-Chris Harmon, 628-5205; TUSD Vocational Program Personnel, 881-3000.

PROJECT PRODUCTS:

All of the following products can be ordered from: Special Education/Transition Products, Tucson Unified School District, P.O. Box 40400, Tucson, AZ 85717-0400.

Training Manuals - Teacher's Guide to Peer Tutoring; Teacher's Booklet/Strategies for Instructing Students with Special Needs in the Vocational Classroom; Social Skills Instructional Modules; Vocational Education Basic Skills Instructional Modules

Project Developed Instruments - Employability/Social Skills Checklist; Family Questionnaire

Employer's Handbook - Making a Difference

Employer's Booklet - Hiring People with Disabilities

Parent/Student Handbook - Parent/Student Guide to Transition

Replication Manuals - Transition Awareness Day for Parents and Students: Replication Manual; Interagency Collaboration: A Replication Manual; Development and Implementation of a Vocational Special Education Curriculum for the Preparation of Students for Classes or Employment: A Replication Manual

PROJECT TITLE:
Career Ladder Program

CONTACT PERSON:
Shepherd Siegel

MAILING ADDRESS:
Bridges From School to Work
1711 Holloway Ave.
San Francisco, CA 94132

TELEPHONE #: (415) 338-7851

INSTITUTE #: 172

COMPETITION #: 84.158L

DATE FEDERAL FUNDING EXPIRED: 8/31/90

PROJECT PURPOSE:

The career development of every youth served from spring 1985 to spring 1989. A supervised work experience, employment skills curriculum, and postsecondary services which enrich and enhance state vocational rehabilitation. Population served are youths with mild handicaps. The goal is not only placement, but career advancement to college and promotions out of entry level jobs.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

1. Presentations at various conferences.
2. Inservice with school district.
3. Publication of materials.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Community Classroom Supervised Work Experience, Karen Greener, San Francisco Unified School District, (415) 337-6089.
2. Weekly Employment Skills Workshop, Karen Greener, San Francisco Unified School District, (415) 337-6089.
3. Adult Transition Services, Matt Robens, California State Department of Rehabilitation, (415) 771-7200.
4. Agency Coordination, Shep Siegel, San Francisco State University, (415) 338-7851.

PROJECT PRODUCTS:

Videotape - Career Ladders

Training Manual - Career Ladders

Journal Articles/Monographs - The Community College Training Program, CDEI, 12(1), 48-64; The Career Ladder Program, Behavior Disorders, 14(1), 16-26; Follow-Along Study, Exceptional Children, Vol. 58; Readings in Ecosocial Development, Monograph, Robert Gaylord-Ross

PROJECT TITLE:
TRANSACT

INSTITUTE #: 173

COMPETITION #: 84.158L

DATE FEDERAL FUNDING EXPIRED: 7/31/90

CONTACT PERSON:
Brian Beun

MAILING ADDRESS:
IDEAS
Magnolia Star Route
Nederland, CO 80466

TELEPHONE #: (303) 443-8789

PROJECT PURPOSE:

The project is designed to facilitate economically disadvantaged handicapped youth to overcome barriers to further education, training, and entry level employment. The population served are primarily minority youth who have dropped out of school. Objectives are to reconnect these dropouts to further education through basic skills remediation, GED attainment, career-job readiness, and time limited support services.

PROJECT PRODUCTS:

- Brochure
- Journal articles
- Program report

PROJECT TITLE:
A Model for Providing Secondary Mainstreamed Learning Disabled and Other Mildly Handicapped Students with Job Related Training

CONTACT PERSON:
Dr. Patricia George, Executive Director

MAILING ADDRESS:
Center for Disabled Student Services
Chicago City-Wide College
266 W. Jackson
Chicago, IL 60606-6997

TELEPHONE #: (312) 443-5207

INSTITUTE #: 174

COMPETITION #: 84.158L

DATE FEDERAL FUNDING EXPIRED: 9/30/90

PROJECT PURPOSE:
The "13th Year" project was designed to give students with mild disabilities job-training and academic classes to enable them to enter the labor market and achieve independence.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

1. During 1990-91, provide continued transition services into Chicago City Colleges for the mildly disabled population.
2. Provide technical assistance to agencies and other service providers interested in transition services for the mildly disabled population.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Intake/Eligibility, Center for Disabled Student Services, Chicago City-Wide College, 226 W. Jackson, Chicago, IL 60606-6997, (312) 368-8814.
2. Specialized Educational Classes, Center for Disabled Student Services, Chicago City-Wide College, 226 W. Jackson, Chicago, IL 60606-6997, (312) 368-8814.
3. Vocational Training Program, Center for Disabled Student Services, Chicago City-Wide College, 226 W. Jackson, Chicago, IL 60606-6997, (312) 368-8814.
4. Support Services, Center for Disabled Student Services, Chicago City-Wide College, 226 W. Jackson, Chicago, IL 60606-6997, (312) 368-8814.

PROJECT PRODUCTS:
Report - Final Report on the Project

PROJECT TITLE:
Teaching Job Related Skills to LD Students
Through Existing Vocational Courses

CONTACT PERSON:
John M. Aiken

MAILING ADDRESS:
Southeast Kansas Education Service Center
P.O. Box 189
Girard, KS 66743

TELEPHONE #: (316) 421-6550

INSTITUTE #: 175

COMPETITION #: 84.158L

DATE FEDERAL FUNDING EXPIRED: 9/30/90

PROJECT PURPOSE:

The purpose of this project is to identify a core set of job related skills that are prerequisites for exiting into or succeeding in vocational classes, and that can be incorporated into a curriculum format of instruction for learning disabled students. When the skills have been identified, the project will establish three pilot programs to demonstrate the incorporation of the core skills under existing curricula. The pilot programs will be established at the high school, vocational technical school, and at the community college level.

PROJECT PRODUCTS:

Brochure
Project-developed instruments
Replication manual

PROJECT TITLE:
Transitional Opportunities for Learning Disabled

INSTITUTE #: 176

COMPETITION #: 84.158L

CONTACT PERSON:
Michael Kramer

DATE FEDERAL FUNDING EXPIRED: 10/30/90

MAILING ADDRESS:
Young Adult Institute
460 W. 34th St.
New York, NY 10001

TELEPHONE #: (212) 563-7474

PROJECT PURPOSE:

To develop and implement a model program to facilitate competitive employment of learning disabled young adults who are in transition from school to adult settings. Primary objectives include: expanding liaisons between secondary education settings, service providers, and prospective employers; refining a Vocational Needs Assessment and Vocational Preparation Curriculum to be used in a Transitional Vocational Training Program (TVTP); establishing a TVTP and expanding the Job Placement Bureau; establishing support mechanisms for disabled young adults who are in transition or competitively employed; and exploring continued means of funding for this or similar projects.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

1. Enrollment of 25 new trainees from the Board of Education for training and competitive placement.
2. Followup with trainees placed competitively to date.
3. Continue to update and expand skills training to meet challenges and changing needs of job market.
4. To expand liaisons with New York Board of Education to facilitate referrals of possible trainees.
5. To expand liaisons within business community to facilitate competitive placements.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Intake-eligibility determination, James Smith, (718) 528-2607, YAI/TOLD Program.
2. Assessment, James Smith, (718) 528-2607, YAI/TOLD Program.
3. Training, James Smith, (718) 528-2607, YAI/TOLD Program.
4. Competitive placement, Josh Kates (212) 563-7474 or James Smith, (718) 528-2607, YAI Job Placement Bureau and TOLD Program.
5. Referral of competitive placement not appropriate, Deborah Jackson, (718) 271-9346, V.E.R.D.

PROJECT PRODUCTS:

Brochure - Information Brochure (free), Employment Initiatives, (212) 563-7474
Videotape - Job Coach Training Video and Manual ($75), Employment Initiatives, (212) 563-7474
Curricula - Employability Behavior Curriculum ($175), Employment Initiatives, (212) 563-7474

PROJECT TITLE:
Project CAREER

INSTITUTE #: 177

COMPETITION #: 84.158L

CONTACT PERSON:
Patty Matz/Irwin Rosenthal, Ph.D.

DATE FEDERAL FUNDING EXPIRED: 8/31/90

MAILING ADDRESS:
239 Greene St.
400 East Building
New York, NY 10003

TELEPHONE #: (212) 998-5554

PROJECT PURPOSE:

Project CAREER is a demonstration project for learning disabled college students designed to facilitate their career/job development and training through an experience-based education program. Primary goals are: (1) to provide exposure to a range of career orientations, job settings, and career options, (2) help college students acquire useful and work transferable personal and vocational skills and information via internship preparation and experiences, (3) help LD college students meet academic demands and internship/job demands through the use of computer-assisted writing, compensatory strategies and by-pass mechanisms, (4) to provide successful job placements for project students, and (5) to disseminate information that will enable other colleges and universities to develop an experience based career program on their campuses.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

1. Final data collection.
2. Data analysis.
3. Final report.

PROJECT PRODUCTS:

Brochure - Project Brochure
Student Handbook - A Resource Guide for Young Adults with Learning Disabilities
Journal Article/Monograph - Counseling the Learning Disabled Adolescent and Adult: Developmental Issues and Counseling Issues

PROJECT TITLE:
Supported Vocational Education

CONTACT PERSON:
Greg R. Weisenstein

MAILING ADDRESS:
University of Washington
407 Miller Hall, DQ-12
Seattle, WA 98195

TELEPHONE #: (206) 545-1807

INSTITUTE #: 178

COMPETITION #: 84.158L

DATE FEDERAL FUNDING EXPIRED: 8/14/90

PROJECT PURPOSE:

To stimulate the development and improvement of programs for secondary special education, and to develop a system of cooperative planning and implementation of transition services through a coordinated system of local, regional, and state efforts. Four major components include: interagency working group and the exchange of personnel for various inservice and training needs; inservice training at local, regional, and state workshops; availability of mini-grants to LEAs; and development of school-based transition services.

PROJECT PRODUCTS:

Brochure
Project-developed instruments
Curricula

PROJECT TITLE:
Models for Providing Secondary Mainstreamed LD Students with Job Related Training

INSTITUTE #: 179

COMPETITION #: 84.158L

CONTACT PERSON:
John Emerson

DATE FEDERAL FUNDING EXPIRED: 8/31/90

MAILING ADDRESS:
EEU-CDMRC, WJ-10
University of Washington
Seattle, WA 98195

TELEPHONE #: (206) 543-4011

PROJECT PURPOSE:

The project aims to develop a locally referenced job acquisition and retention curriculum for LD high school students. The primary goal of the project is to survey local employers of "successful" LD graduates and build a one-semester curriculum emphasizing work related social skills. Students will be followed up at 6 and 12 months after graduation to evaluate the effectiveness and student satisfaction with the curriculum.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Dissemination, Dr. Joe Jenkins, CDMRC-EEU, WJ-10, University of Washington, Seattle, WA 98195, (206) 543-4011.
2. Adaption or Adoption Consideration, LEA/Teachers/States.

PROJECT PRODUCTS:

Curricula - Job Search Success: Choosing, Finding, and Keeping the Job You Want-Teachers Edition; Employee Anecdote Cards: 30 Positive and 30 Negative Work Related Social Interactions, John Emerson, EEU-CDMRC, WJ-10, University of Washington, Seattle, WA 98195

Student Handbook - Job Search Success: Choosing, Finding, and Keeping the Job You Want-Student Workbook, John Emerson, EEU-CDMRC, WJ-10, University of Washington, Seattle, WA 98195

Catalog - Employer Profile Catalog, John Emerson, EEU-CDMRC, WJ-10, University of Washington, Seattle, WA 98195

Paper - What's Important to Employers: Study Results of Over 100 Employer Interviews, John Emerson, EEU-CDMRC, WJ-10, University of Washington, Seattle, WA 98195

PROJECT TITLE:
Community Transition Center

CONTACT PERSON:
Charles C. Coker, Ph.D., CRC

MAILING ADDRESS:
Research and Training Center
University of Wisconsin-Stout
Room 511, HS Building
Menomonie, WI 54751

TELEPHONE #: (715) 232-2603

INSTITUTE #: 180

COMPETITION #: 84.158L

DATE FEDERAL FUNDING EXPIRED: 11/30/90

PROJECT PURPOSE:

Demonstrate the viability of a model program to serve the needs of youth with mild disabilities through a central Community Transition Center (CTC) that provides technical assistance to the in-school transition program, directs services to youth, and coordinates with postsecondary service providers.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

The project is currently completing the second follow-up of 1989 CTC graduates, first follow-up of 1990 graduates, post-project interviews and evaluation, data analysis, and report writing.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Curriculum, Steve McCullough, Elk Mound High School, 302 University Ave., Elk Mound, WI 54739, (715) 879-5521; Chuck Bouthilet, Unity High School, Box 307, Balsam Lake, WI 54020, (715) 825-2131; Cathy Herold, Prescott High School, 1220 St. Croix St., Prescott, WI 54021, (715) 262-5389; Bob Peterson, New Richmond High School, 8th and Riley, New Richmond, WI 54017, (715) 246-2116, ext. 227.
2. Individual Transition Plan (ITP), Steve McCullough, Elk Mound High School; Chuck Bouthilet, Unity High School; Cathy Herold, Prescott High School; Bob Peterson, New Richmond High School.
3. Community and School Work Experience, Steve McCullough, Elk Mound High School; Chuck Bouthilet, Unity High School; Cathy Herold, Prescott High School; Bob Peterson, New Richmond High School.
4. Increased Use of JTPA, Steve McCullough, Elk Mound High School; Chuck Bouthilet, Unity High School; Cathy Herold, Prescott High School; Bob Peterson, New Richmond High School; Dick Kolterjohn, Turtle Lake High School, Turtle Lake, WI 54889, (715) 986-2116.
5. Independent Living Assessments, Steve McCullough, Elk Mound High School; Chuck Bouthilet, Unity High School; Cathy Herold, Prescott High School; Bob Peterson, New Richmond High School; Dick Kolterjohn, Turtle Lake High School, Turtle Lake, WI 54889, (715) 986-2116; Herb Brown, Director of Special Education, CESA #11, 100 W. River Ave., Barron, WI 54812, (715) 822-4711.
6. Increased Use of Community Resources, Steve McCullough, Elk Mound High School; Chuck Bouthilet, Unity High School; Cathy Herold, Prescott High School; Bob Peterson, New Richmond High School; Dick Kolterjohn, Turtle Lake High School.

7. Transition Specialist/Job Coach, Cathy Herold, Prescott High School; Larry Blahauvietz, Directory of Special Education, Polk County, CESA #11, P.O. Box 528, Balsam Lake, WI 54810, (715) 485-3143.
8. Interagency planning, Chuck Coker, Chair, Dunn County Transition Council (Elk Mound, Menomonie, Colfax, Boyceville School Districts), Research and Training Center, University of Wisconsin-Stout, Room 511, HS Building, Menomonie, WI 54751(715) 232-2603.
9. Transition Grant Writing, Cathy Herold, Prescott High School; Bob Peterson, New Richmond High School; Chuck Bouthilet, Unity High School.
10. Grants Received, Sue Curtis, Special Education Director, Prescott School District, 1220 St. Croix St., Prescott, WI 54021, (715) 262-5059; LaVonne Solem, Menomonie High School, 718 N. Broadway, Menomonie, WI 54751, (715) 232-1172.

PROJECT PRODUCTS:

Curricula - Project ADAPT Transition Curriculum, contact the RTC

Project Developed Instruments - Vocational Decision Making, contact the RTC; Vocational Adaptivity Scale, contact the LTC

COMPETITION PROFILE: CFDA 84.128A

SPECIAL PROJECTS AND DEMONSTRATIONS FOR PROVIDING VOCATIONAL REHABILITATION SERVICES TO SEVERELY DISABLED INDIVIDUALS

INITIAL COMPETITION: 5/8/84

PURPOSE OF COMPETITION

The major purpose of this program was to establish demonstration projects for providing comprehensive programs in rehabilitation services, which hold promise of expanding or otherwise improving the vocational rehabilitation of persons with severe disabilities who have special rehabilitation needs. The primary goal was to assist individuals with severe disabilities to achieve optimal vocational adjustment. Three priorities were identified under this competition. Programs supported under priority three—transition from school or institution to work—were to develop effective strategies that involved use of integrated, generic community programs such as community colleges, nonprofit vocational and technical schools, nonprofit private schools, and similar agencies or institutions. These programs were to provide transitional vocational services leading to full employment for individuals leaving a school or an institution.

AUTHORITY

Authority for this program is contained in Section 311(a)(1) of the Rehabilitation Act of 1973, as amended. (29 U.S.C. 777a(a)(1)).

ELIGIBLE RECIPIENTS

States and public or nonprofit agencies and organizations were eligible to apply for grants under this program.

DURATION

Project support was available for up to three years, subject to an annual review of progress and availability of funds.

SUMMARY OF 84.128A EXPIRED PROJECT PROFILES

SPECIAL PROJECTS AND DEMONSTRATIONS FOR PROVIDING VOCATIONAL REHABILITATION SERVICES TO SEVERELY DISABLED INDIVIDUALS

PROJECT PURPOSE

Federal funding for the two remaining projects expired in 1990. The overall purpose of the program was to establish demonstration projects for providing comprehensive programs in rehabilitation services to improve the vocational rehabilitation of persons with severe disabilities. The primary goal was to assist individuals with severe disabilities to achieve their potential in vocational adjustment.

FOCUS OF CONTINUATION ACTIVITIES

Dissemination of materials and publication of guidelines to developing transition programs for hearing impaired youth is the focus of one of the projects. The other project plans to continue all activities on a limited basis.

PROJECT COMPONENTS BEING CONTINUED

Both projects identified specific program components that will be continued despite the lapse of federal funding. These include administration, monitoring, tracking, dissemination, planning, budgeting, and problem resolution.

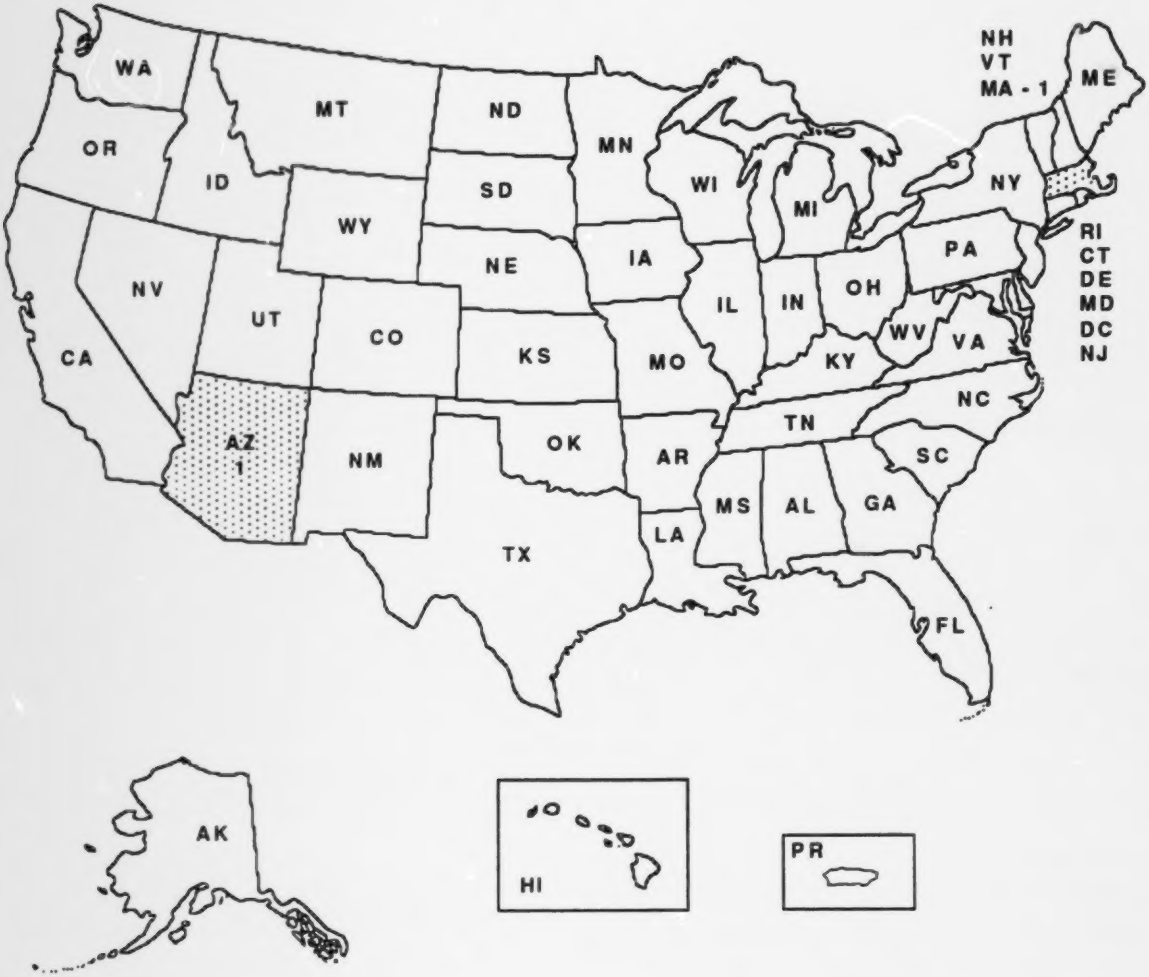
PROJECT PRODUCTS

The two projects have produced curricula, a resource directory, a parent handbook, and a brochure. All materials are available upon request.

Location of 84.128A Expired Projects

Geographic Distribution of 84.128A Expired Projects as of May 1991

(N = 2)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PROJECT TITLE:
Transition Project for Hearing Impaired Youth

INSTITUTE #: 01

COMPETITION #: 84.128A

CONTACT PERSON:
Marguerite D. Harmon, M.S.

DATE FEDERAL FUNDING EXPIRED: 9/30/90

MAILING ADDRESS:
Community Outreach Program for the Deaf
268 W. Adams
Tucson, AZ 85705

TELEPHONE #: (602) 792-1906

PROJECT PURPOSE:

Establish a predictable referral system from high school to adult services for deaf and hearing impaired students. Identify students' needs and projected region for post-high school relocation. Assess the accessibility and adaptability of existing resources on a regular basis. Provide appropriate training or technical assistance.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

The organization will continue to disseminate materials and will produce a publication for guidelines to developing transition programs for hearing impaired youth.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Targeted Planning for Hearing Impaired Youth, Matt Frantz, Arizona State School for the Deaf, 1200 E. Speedway, Tucson, AZ 85705, (602) 628-5357.
2. Tracking of Students from School to Adult Services, Randy Sergeant, State Coordinator for the Deaf, Rehabilitation Services Administration, 1300 W. Washington, Phoenix, AZ 85007, (602) 352-2332.
3. Services Directory, Stu Brackney, Arizona Council for the Hearing Impaired, 1300 W. Washington, Phoenix, AZ 85007, (602) 352-8161.
4. Vocational and ILS Services, Marguerite Harmon, COPD, 268 W. Adams, Tucson, AZ 85705, (602) 792-1906.

PROJECT PRODUCTS:

Curricula - Independent Living Skills ($12.50), contact COPD; Vocational Skills ($4.50), contact COPD, 268 W. Adams, Tucson, AZ 85705
Resource Directory, contact ACHI, 1300 W. Washington, Phoenix, AZ 85007

PROJECT TITLE:
Transition Assistance Project (TAP)
Transitional Rehabilitation Services to
Youth with Severe Handicaps

INSTITUTE #: 02

COMPETITION #: 84.128A

CONTACT PERSON:
Mary Ann Walsh, Director

DATE FEDERAL FUNDING EXPIRED: 9/30/90

MAILING ADDRESS:
Executive Office of Human Services
Bureau of Transitional Planning
One Ashburton Place, Room 1109
Boston, MA 02108

TELEPHONE #: (617) 727-7600

PROJECT PURPOSE:

The purpose of this federally funded project was to enhance transitional planning services for students leaving special education and to increase positive employment outcomes for young adults with severe disabilities. Project TAP was staff to the Bureau of Transitional Planning (BTP) which has statewide responsibility for administration and monitoring of transitional planning services under Chapter 688 - Massachusetts Turning 22 Program. Project TAP focused on the development of the following six areas: (1) analyze, evaluate, and modify Chapter 688 transition policy, (2) identify/resolve barriers to transitional planning process, (3) provide technical assistance to families, schools, and agencies, (4) improve interagency coordination/collaboration, (5) establish local advisory boards, and (6) disseminate transition information.

FOCUS OF PROJECT CONTINUATION ACTIVITIES:

In consideration of a reduction of state funded BTP staff and with the termination of Project TAP, continuation activities are limited. 1990-91 activities for continuation are prioritized - # 3 & 6, # 1 & 2, and # 4 & 5. However limited, all activities will continue. Details available upon request.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Administration, Mary Ann Walsh, BTP, (617) 727-7600.
2. Monitoring, Mary Ann Walsh, BTP, (617) 727-7600.
3. Problem Resolution, Mary Ann Walsh, BTP, (617) 727-7600.
4. Tracking, Mary Ann Walsh, BTP, (617) 727-7600.
5. Budgeting, Mary Ann Walsh, BTP, (617) 727-7600.
6. Dissemination, Mary Ann Walsh, BTP, (617) 727-7600.

PROJECT PRODUCTS:

Brochure - A Citizens Guide to Turning 22, Chapter 688 - Massachusetts Transition Program, call (617) 727-7600 to order

Parent Handbook - Turning 22: A Transition Handbook for Families, call (617) 727-7600 to order

TI # ________

APPENDIX A

TRANSITION INSTITUTE AT ILLINOIS
PROJECT CHARACTERISTICS QUESTIONNAIRE

PLEASE COMPLETE THE FOLLOWING INFORMATION FOR INCLUSION IN THE COMPENDIUM OF PROJECT PROFILES 1991.

I. PROJECT DEMOGRAPHICS

Project Title: ____________________

Project Director: ____________________

Project Coordinator: ____________________

Contact Person: ____________________

Mailing Address: ____________________

____

____

____
City State Zip

Telephone: ____________________

OSERS Competition Number: ____________________

Project Implementation Date: __________ Project Termination Date: __________

Special Net User ID: ____________________

II. AGENCY DESCRIPTION

INDICATE WHICH AGENCY IS THE PRIMARY GRANTEE (CIRCLE ONE).

INDICATE ANY COOPERATING AGENCIES/GROUPS INVOLVED IN YOUR PROJECT (CIRCLE ALL THAT APPLY).

AGENCIES/GROUPS	Primary Grantee Circle one	Cooperating Agencies Circle all that apply
A. Public Secondary School	1	2
B. Private Secondary School	1	2
C. Local Education Agency (LEA)	1	2
D. Community/Junior/Technical College	1	2
E. University or Four-Year College	1	2
F. University Affiliated Program	1	2
G. Area Vocational Center	1	2
H. JTPA	1	2
I. Residential Facility	1	2
J. Community Rehabilitation Facility	1	2
K. For-Profit Agency (i.e., employment agency, private business)	1	2
L. Private Non-Profit Agency	1	2
M. Association for Retarded Citizens	1	2
N. Association for Learning Disabilities	1	2
O. Parents or Parent Organizations	1	2
P. Research Institute	1	2
Q. City or County Government	1	2
R. State Vocational Rehabilitation Agency	1	2
S. State Educational Agency	1	2
T. State MH/DD Agency	1	2
U. State Council for DD Services	1	2
V. Other (specify) ______ ______	1	2

III. GEOGRAPHIC AREA SERVED

PLEASE INDICATE THE GEOGRAPHIC AREA THAT MOST CLOSELY DEFINES THE SCOPE OF YOUR PROJECT.

AREAS	CIRCLE ONE
A. A town of less than 5,000 people	1
B. A town of 5,000 to 10,000 people	2
C. A town of 10,000 to 50,000 people	3
D. A city of 50,000 to 100,000 people	4
E. A city of more than 100,000 people	5
F. A county	6
G. A region within a state (i.e., more than one county)	7
H. A state	8
I. A region of the nation (i.e., more than one state)	9

IV. ACCESS TO PUBLIC TRANSPORTATION

DO THE MAJORITY OF THE GEOGRAPHIC AREAS SERVED BY YOUR PROJECT HAVE PUBLIC TRANSPORTATION?

Yes	No
1	2

V. PROJECT PURPOSE STATEMENT

WRITE A GENERAL STATEMENT DESCRIBING THE PURPOSE OF YOUR PROJECT, INCLUDING A DESCRIPTION OF THE TARGET POPULATION AND THE PROJECT'S PRIMARY GOALS OR OBJECTIVES.

VI. CURRENT FOCUS OF PROJECT ACTIVITIES (1990-91)

A. DESCRIBE THE PROJECT ACTIVITIES PROJECTED FOR THE CURRENT YEAR. Example: During FY 90-91 (1) implementation of a peer tutoring program with 20 students, (2) inservice training for teachers, (3) development of a training manual for use in inservice.

B. DESCRIBE ANY ACTIVITY OR PROGRAM COMPONENT IMPLEMENTED DURING 1990-91 THAT HAS BEEN ESPECIALLY SUCCESSFUL.

VI. CURRENT FOCUS OF PROJECT ACTIVITIES (1990-91) (continued)

C. IDENTIFY BARRIERS TO PROGRAM SUCCESS ENCOUNTERED DURING 1990-91 AND DESCRIBE HOW YOU HAVE DEALT WITH THEM.

EXAMPLE: A. Inadequate curriculum A. Developed own curriculum

BARRIERS	REMEDIATION STRATEGIES
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

VII. PROJECT PARTICIPANTS

A. ESTIMATED NUMBER OF YOUTH WITH HANDICAPPING CONDITIONS RECEIVING DIRECT SERVICE(S) FROM YOUR PROJECT DURING THE ENTIRE FUNDING PERIOD: ____________________.

B. ESTIMATED NUMBER OF YOUTH WITH HANDICAPPING CONDITIONS IMPACTED BY YOUR PROJECT DURING THE ENTIRE FUNDING PERIOD: ____________________.

C. DESCRIPTION OF TARGET POPULATION

Please read the following list of handicapping conditions before answering. Choose the categories that most closely describe the population served by your project during the ENTIRE funding period. Indicate the number of individuals served and the age range for each category. For individuals having more than one handicap, indicate either the primary condition or multiple handicap. Please **do not** include any individual in more than one category.

HANDICAPPING CONDITION	NUMBER OF INDIVIDUALS SERVED	AGE RANGE
Autism		
Behavioral disorders		
Cerebral palsy		
Chronic mental illness		
Communications disorder		
Deaf/blind		
Developmental disability		
Emotional disorder		
Epilepsy		
Health impairment		
Hearing impairment		
Learning disability		
Mild mental retardation		
Moderate mental retardation		
Severe mental retardation		

NOTE: LIST CONTINUES ON NEXT PAGE

VII. PROJECT PARTICIPANTS (continued)

HANDICAPPING CONDITION	NUMBER OF INDIVIDUALS SERVED	AGE RANGE
Profound mental retardation		
Multiple handicap		
Physical handicap		
Speech impairment		
Spinal cord injury		
Traumatic brain injury		
Visual impairment		
Dropouts		
Economically disadvantaged		
Minority youth		
Substance abuse		
Other (specify)		

VIII. RELATED SERVICE/TRAINING COMPONENTS

INDICATE THE NUMBER OF INDIVIDUALS RECEIVING DIRECT TRAINING THROUGH PROJECT ACTIVITIES (e.g., INSERVICE TRAINING, WORKSHOPS)

GROUPS	NUMBER
A. Parents	
B. Agency personnel	
C. Business/industry personnel	
D. Peer tutors	
E. Teachers	
F. Project personnel	
G. Postsecondary faculty	
H. Undergraduate/graduate students	
I. Other (specify)	

IX. EVALUATION APPROACH

PLEASE INDICATE THE TYPE OF EVALUATION APPROACH(ES) USED. CHECK ALL THAT APPLY.

☐ A. SYSTEM ANALYSIS
An approach that gathers information on planning, monitoring, impact, and costs of a program. Examples of evaluation models under this approach include control group, cost effectiveness, quasi experimental, non-equivalent comparison group, pretest-posttest preexperimental, process checklist, program analysis of service systems, program evaluation and review technique (PERT), single subject design, true experimental design, time series, frequency counts.

☐ B. GOAL BASED
An approach that incorporates the use of goals and a set of objectives to achieve a specific outcome. Examples of goal-based models include Discrepancy Evaluation Model (DEM), Goal Attainment Scaling, Management by Objectives.

☐ C. GOAL FREE
An approach that ascertains all program outcomes, not just the ones intended by the program personnel. Examples of goal free models include Goal Free Evaluation, Impact Evaluation, Stakeholder Analyses.

☐ D. DECISION MAKING
An approach concerned with the criterion of utility: Which information will be most useful? This approach underscores evaluation as a practical activity. Examples of decision-making models include CIPP (Context, Inputs, Process, Products) Concerns-Based Adoption Model (CBAM).

☐ E. CONNOISSEURSHIP
An approach that employs a single expert as the judge of program quality. Examples of connoisseurship models include art criticism, file review.

☐ F. PROFESSIONAL REVIEW
An approach that employs members of a profession to judge the activities of their peers. It can include both internal and external professional review systems. One example of professional review is advisory board review.

☐ G. QUASI LEGAL
An approach that incorporates the procedures and authority of law. Examples of quasi legal approaches include blue ribbon panels, most types of public hearings, mock trials, and judicial (adversarial) evaluation.

☐ H. CASE STUDY
A narrative account of the actors and actions associated with the day to day running of a program. Emphasis is on capturing the multiple perspectives of the participants in an effort to judge program success. Examples of case study strategies include journalistic accounts and ethnographies.

☐ I. OTHER
(Please specify type) ______________________________
____
____

X. TYPE OF EVALUATION DATA/INFORMATION COLLECTED

PLEASE INDICATE WHAT TYPE OF EVALUATION DATA OR INFORMATION IS BEING COLLECTED BY CIRCLING THE APPROPRIATE ANSWER FOR EACH ITEM BELOW.

STUDENTS/CLIENTS	Yes	No
A. Intake/referral information (e.g., referral agent, number referred, method)	1	2
B. Type or extent of services rendered (e.g., contact hours, attendance counts, history of agency contacts)	1	2
C. Demographics (e.g., age, race, sex)	1	2
D. Educational background (e.g., school attendance, GPA, credits/degrees earned)	1	2
E. Assessment results (e.g., behavioral, vocational, academic, psychological, medical)	1	2
F. Progress in educational program (e.g., objectives completed, grades, credits earned, level of support services)	1	2
G. Prior work experience (e.g., job types, hours worked, wages, reason for leaving)	1	2
H. Progress in employment training programs (e.g., situational assessments, competency levels attained, placement, work behavior)	1	2
I. Degree of integration (e.g., contact with nonhandicapped peers, use of community services, co-worker involvement)	1	2
J. Postsecondary outcomes (e.g., completion of program, achievement scores, college enrollment, degrees earned)	1	2
K. Employment outcomes (e.g., length of employment, wages, advancement, type of employment)	1	2
L. Residential outcomes (e.g., type of residence, degree of supervision, acquisition/maintenance of daily living skills)	1	2
M. Student/client satisfaction with services/outcomes obtained	1	2
N. Satisfaction of significant others with student/client progress or status	1	2
O. Other student/client data collected (specify) ______________________		

X. TYPE OF EVALUATION DATA/INFORMATION COLLECTED (continued)

PLEASE INDICATE WHAT TYPE OF EVALUATION DATA OR INFORMATION IS BEING COLLECTED BY CIRCLING THE APPROPRIATE ANSWER FOR EACH ITEM BELOW.

EMPLOYERS	Yes	No
A. Characteristics/demographics (e.g., type of business, number of employees, on-the-job training)	1	2
B. Degree of collaboration between project and employers (e.g., financial incentives, wage reimbursement, cooperative training)	1	2
C. Amount of direct service to employer (e.g., training of supervisors, employer contacts, job coach hours)	1	2
D. Employer satisfaction with project activities	1	2
E. Project impact on employers (e.g., post placement hires, attitute/acceptance level, integration, advocacy)	1	2
F. Other employer data collected ______________ (specify)		

POSTSECONDARY EDUCATION/TRAINING PROVIDERS	Yes	No
A. Characteristics/demographics (e.g., type of training/agency, support services provided, accessibility)	1	2
B. Degree of collaboration between project and providers (e.g., teacher training, support services, financial incentives)	1	2
C. Amount of direct service to provider (e.g., inservice training, devising adaptive equipment, assessment)	1	2
D. Provider satisfaction with project activities	1	2
E. Project impact on providers (e.g., personnel hired, specialized programs developed, recruitment of students with handicaps)	1	2
F. Other postsecondary provider data collected ______________ (specify)		

XI. INSTRUMENTATION

INDICATE THE NAME(S) OF THE INSTRUMENT(S) USED BY YOUR PROJECT TO ASSESS SPECIFIC COMPETENCY AREAS. SPECIFY TITLE.

Commercially Available Instruments Used by Project	
Competency Assessed	Name of Instrument
General Ability/Intelligence (e.g., WAIS-R, WISC-R)	
Special Aptitude (e.g., Bennett Mechanical Comprehension, Crawford Small Parts Dexterity)	
Vocational Skills (e.g., Vocational Assessment & Curriculum Guide, VALPAR)	
Language (e.g., Peabody Picture Vocabulary Test, Test of Written Language)	
Adaptive Behavior/Survival Skills (e.g., Vineland Adaptive Behavior Scales, Street Survival Skills Questionnaire)	
Social Skills (e.g., Social & Prevocational Information Battery, Fundamental Interpersonal Relations Orientation-Behavior)	
Career Interest (e.g., Becker Reading-Free Interest Survey, Strong-Campbell Interest Inventory)	
Daily Living Skills (e.g., Coping Master Scales, Leisure Time Activities Scale)	
Dexterity/Manual Skills (e.g., Purdue Pegboard, Bender Gestalt)	
Personality (e.g., Piers Harris Self Concept, 16 Personality Factor Questionnaire)	
Academic Achievement (e.g., Wide Range Achievement Test, Peabody Individual Achievement Test)	
Other (e.g., Functional Assessment Inventory, Lifestyle Satisfaction Scale)	

XI. INSTRUMENTATION (continued)

IDENTIFY LOCALLY DEVELOPED OR PROJECT DEVELOPED ASSESSMENT INSTRUMENTS AND/OR EVALUATION FORMS. SPECIFY TITLE AND/OR USE.

Locally/Project Developed Instruments	
Type	Name and/or Use of Instrument
Observation Forms (e.g., Daily Living Skills Observation Form, Work Behavior Observation Form)	
Checklists (e.g., Independent Living Skills Checklist, Learning Disability Behavior Checklist)	
Rating Scale (e.g., Employer Satisfaction Rating Scale, Conference Evaluation Rating Scale)	
Interview (e.g., Intake Interview, Teacher Interview)	
Survey (e.g., Needs Assessment Survey, Parent Survey)	
Questionnaire (e.g., Process Evaluation Questionnaire, Intellectual Achievement Response Questionnaire)	
Other (e.g., High School Referral Form, Employer Contact Log)	

XII. EVALUATION PERSONNEL

INDICATE THE PERSONNEL INVOLVED IN EVALUATION ACTIVITIES. INCLUDE THE FULL TIME EQUIVALENT (FTE) FOR THESE STAFF (i.e., 1.0 FTE = full time, .50 FTE = half time, .25 FTE = quarter time).

ARE THESE STAFF INVOLVED IN EVALUATION?	Yes	No	FTE
	Circle all that apply.		
A. Project Director	1	2	
B. Project Coordinator	1	2	
C. Project Staff	1	2	
D. Advisory Board	1	2	
E. Third-Party Evaluator (outside agency)	1	2	
F. Staff Evaluator (inside agency)	1	2	
G. Other (specify) ______			

XIII. EVALUATION REPORTING

INDICATE THE TYPE OF REPORT AND THE INTENDED AUDIENCE FOR YOUR EVALUATION RESULTS.

ARE THESE FORMS USED FOR REPORTING?	Yes	No
	Circle all that apply.	
A. Formal Evaluation Report	1	2
B. Executive Summary	1	2
C. Brochure/Pamphlet	1	2
D. Other (specify) ______		

ARE THESE GROUPS PART OF YOUR EVALUATION AUDIENCE?	Yes	No
	Circle all that apply.	
A. Consumers	1	2
B. OSERS	1	2
C. Transition Institute	1	2
D. Advisory Board	1	2
E. State Agency (specify) ______	1	2
F. Other Boards or Panels (specify) ______ ______	1	2
G. Other Agencies (specify) ______	1	2
H. Other (specify) ______		

XIV. PROJECT PRODUCTS

INDICATE WHETHER THE FOLLOWING PRODUCTS WILL BE PRODUCED BY YOUR PROJECT. CIRCLE ALL THAT APPLY. FOR EACH OF THE PRODUCTS CONFIRMED, INDICATE THE DATE THEY WILL BE AVAILABLE.

Products	Yes	No	Date Available (mo/yr)
	Circle all that apply		
A. Brochure	1	2	
B. Newsletter	1	2	
C. Parent Handbook	1	2	
D. Student Handbook	1	2	
E. Training Manual	1	2	
F. Project Developed Instruments	1	2	
G. Slide Presentation	1	2	
H. Video Tape	1	2	
I. Curricula	1	2	
J. Journal Articles	1	2	
K. Replication Manual	1	2	
L. Other (specify)			

XV. PROJECT OBJECTIVES

IDENTIFY YOUR PROJECT OBJECTIVES BY CIRCLING THE APPROPRIATE CODE FOR EACH ITEM.

0 = NOT AN OBJECTIVE OF THE PROJECT
1 = A FORMAL OBJECTIVE OF THE PROJECT THAT WAS STATED IN THE PROJECT PROPOSAL.
2 = A PROJECT OBJECTIVE THAT WAS ADDED AFTER PROJECT IMPLEMENTATION (i.e., NOT WRITTEN IN THE PROJECT PROPOSAL)

Objectives	Objective In Proposal	Objective Not in Proposal	Objective Not Addressed
ASSESSMENT AND REFERRAL			
A. Refer students	1	2	0
B. Determine eligibility/service needs	1	2	0
C. Assess students	1	2	0
PLACEMENT/FOLLOWUP			
D. Place students into competitive employment	1	2	0
E. Place students into supported employment	1	2	0
F. Place students into postsecondary employment	1	2	0
G. Place students into postsecondary training	1	2	0
H. Provide follow-up services to project participants	1	2	0
TRAINING/EDUCATION			
I. Train students - vocational	1	2	0
J. Train students - nonvocational (e.g., academic, personal-social, living skills)	1	2	0
K. Train students after job placement	1	2	0
COUNSELING			
L. Provide career exploration	1	2	0
M. Counsel students (specify type)	1	2	0
N. Develop peer support groups (specify type)	1	2	0
O. Provide case management	1	2	0

NOTE: LIST CONTINUES ON NEXT PAGE

XV. PROJECT OBJECTIVES (continued)

Objectives	Objective In Proposal	Objective Not in Proposal	Objective Not Addressed
PROGRAM DEVELOPMENT			
P. Develop curricula	1	2	0
Q. Develop instruments	1	2	0
R. Develop and implement a service delivery model	1	2	0
S. Develop computerized management information system (e.g., student tracking) (specify) ______	1	2	0
T. Develop training packages (specify use) ______	1	2	0
DISSEMINATION/REPLICATION			
U. Replicate project model in another site	1	2	0
V. Develop/disseminate products(s)	1	2	0
W. Disseminate information through conferences, articles, etc.	1	2	0
X. Provide technical assistance	1	2	0
Y. Identify continuation strategies/ resources	1	2	0
Z. Conduct conferences/seminars for dissemination/replication purposes	1	2	0
AGENCY COORDINATION			
AA. Develop interagency agreements	1	2	0
BB. Develop network among service providers	1	2	0
CC. Conduct transition needs assessment	1	2	0
MANPOWER TRAINING			
DD. Train parents, professionals, paraprofessionals, peer tutors	1	2	0
EE. Conduct workshops, conferences, inservices	1	2	0
FF. Train employment related staff (e.g., job coaches, supervisors)	1	2	0
RESEARCH			
GG. Conduct library research	1	2	0
HH. Conduct empirical research	1	2	0
II. Conduct follow-up studies	1	2	0
JJ. Other (specify) ______	1	2	0
______	1	2	0
______	1	2	0

TRANSITION INSTITUTE AT ILLINOIS
EXPIRED PROJECT CHARACTERISTICS QUESTIONNAIRE

Please complete the following information on your expired transition project for inclusion in the Compendium of Project Profiles 1991.

I. IDENTIFYING INFORMATION

Project Title: ____________________

Contact Person: ____________________

Mail Address: ____________________

____

____

City State Zip

Telephone: ( ) ____________________

TI #: ____________________

Competition #: ____________________

Date Federal Funding Expired: ____________________

Expiration Date of "No Cost Extension" (if applicable): ____________________

II. CURRENT FOCUS OF PROJECT CONTINUATION ACTIVITIES (1990-91)

What activities are projected for this year? For example: during 1990-91 (1) implementation of peer tutoring program with 20 new students; (2) increase inservice training for postsecondary faculty members; (3) disseminate training manuals to job coach training programs.

III. PROJECT COMPONENTS BEING CONTINUED

Please list the components of your model program that are being continued by referencing the examples given below. If the following list does not contain a reference to one of your components, please identify the component(s) in your own words. For each continuing component indicate (1) the agency through which the component is being administered (see list of possible agencies); and (2) the contact person at the specific agency.

FREQUENTLY IDENTIFIED PROGRAM COMPONENTS: Intake/eligibility determination, assessment, referral, placement, follow-up, training, education, counseling, program refinement/revision, dissemination, replication, agency coordination, manpower training, research.

POSSIBLE ADMINISTERING AGENCIES: Public secondary school, local education agency, community/junior college, university, JTPA service delivery area agent, residential facility, private non-profit agency, profit making agency, research institute, city/county government, state agency (e.g., V.R., DD, SEA), federal agency (e.g., OSERS, DOL, ADD).

Program Components	Administering Agency	Agency Contact Person Address and Phone No.
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.

IV. PROJECT PRODUCTS

Indicate project products currently available for dissemination. If a product is not directly available from your project but is being distributed through a publisher or clearinghouse, please indicate ordering information. If a descriptive product list is available, please attach it.

Product Codes

B - Brochure
N - Newsletter
PH - Parent Handbook
SH - Student Handbook
TM - Training Manual
I - Project Developed Instruments
S - Slide Presentation
V - Video Tape
C - Curricula
A - Journal Articles/Monographs
RM - Replication Manual
O - Other

Code	Descriptive Title	Price	Order From

TRANSITION INSTITUTE
UNIVERSITY OF ILLINOIS
110 Education Building
1310 South Sixth Street
Champaign, IL 61820

Lynda Leach
Transition Institute
University of Illinois
110 Education Building
1310 South Sixth Street
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APPENDIX C

Master Mailing List for Project Directors

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September 1991

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Secondary Transition Intervention Effectiveness Institute

84.023D Handicapped Children's Model Programs: Youth Employment Projects (Expired)

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84.023G Handicapped Children's Model Demonstration Program: Post-Secondary Projects

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Secondary Transition Intervention Effectiveness Institute

84.078B Post-Secondary Educational Programs for Handicapped Persons - Demonstrations

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84.158B Secondary Education and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services

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TI #258

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The following indexes serve as keys to specific characteristics of the Transition Projects: Disabilities, Location, Key Personnel, and Titles of Current and Expired Projects.

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